

**THE ROLE OF THE COMMUNITY IN SUPPORTING SCHOOLS
IN DEALING WITH SELECTED COMMUNITY BASED
PROBLEMS.**

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or part submitted it at any university for a degree.

SUMMARY

In the South African Schools Act, the principles of partnership and co-operation are strongly emphasised. The community is given authority by the Department of Education to support the school.

This research is focused on the role of the community in supporting schools in dealing with community-based problems such as drug abuse and poverty. The aims of this research were to determine ways and means in which the relationship between the community and the school could be promoted, to investigate how the community supports the school in dealing with community-based problems and to find ways and means by which the school can involve the community.

In this research quantitative and qualitative methodologies were used to collect the data. Questionnaires were used as quantitative technique while interviews were used as qualitative technique. Questionnaires were completed by the learners from the four selected schools within the Khakhu community, educators from the same four schools, and community members. The respondents for each of the three groups were selected randomly. The quantitative data was processed using the statistical package for the social sciences. The quantitative data was broken down into its constituent parts to enable the researcher to find answers to the research questions. The qualitative data was reduced by breaking it down into categories and by finding trends and clusters of responses.

The findings of the research revealed that drug abuse is a problem for both the community and the school. Schools alone cannot deal with drug abuse without the involvement of parents.

It has been found that there are parents who do not want to visit the schools even when invited. Most of the community members do not know that the smooth running of a school and good learners' performance result from community involvement in school affairs. If the community could be involved in school activities, some of the community-based problems could be minimised or

prevented. The community and the school are two inter-dependent structures, which should support each other. The community and the school should work together.

The research indicated that both the community and the school are ready to support each other. A strong relationship between the community and the school is a possible solution to the problems of drug abuse and poverty. The principle of partnership and co-operation are part of the solution to the problem.

Educators should encourage the community to participate in the smooth running of the school. They should also recognise the importance of the community in dealing with community-based problems. Sound relationships between the community and the school should be promoted.

Some of the recommendations in this research could help the community and the school in dealing with these community-based problems. Therefore, the community should support schools in dealing with community-based problems.

OPSOMMING

Die Suid-Afrikaanse Skolewet beklemtoon die beginsels van vennootskap en samewerking baie sterk. Daar word deur die Departement van Onderwys aan die gemeenskap 'n mandaat gegee om die skool te ondersteun deurdat die skool in der waarheid deur die gemeenskap besit word.

Die fokus van hierdie navorsing is op die rol wat die gemeenskap kan speel om aan skole ondersteuning te gee om gemeenskapsgebaseerde probleme soos dwelmmisbruik en armoede te hanteer. Die doel van die navorsing is om metodes en middele te vind waardeur die verhouding tussen die skool en die gemeenskap verbeter kan word, om vas te stel hoe die gemeenskap die skool ondersteun in die hantering van gemeenskapsgebaseerde probleme en om metodes en middele te vind waardeur die skool groter gemeenskapsbetrokkenheid kan verkry.

In hierdie navorsing is kwantitatiewe en kwalitatiewe metodes gebruik om data te genereer en in te samel. Om kwantitatiewe data te genereer en te versamel is van vraelyste gebruik gemaak terwyl onderhoude gebruik is om kwalitatiewe data te genereer en in te samel. Die teikengroep wat gebruik is om die vraelyste te voltooi het bestaan uit leerders en opvoeders van vier geselekteerde skole in die Khaku-gemeenskap asook lede van daardie gemeenskap. Die respondente vir elk van hierdie drie groepe is ewekansig gekies. Die Statistiese Pakket vir die Sosiale Wetenskappe (SPSS) is gebruik om die data te verwerk. Die kwantitatiewe data is verdeel in verbandhoudende dele ten einde die navorser in staat te stel om antwoorde op die navorsingsvrae te vind. Die kwalitatiewe data wat verkry is uit die onderhoude is gekodifiseer en in verbandhoudende kategorieë verdeel sodat tendense uit die data verkry kon word.

Die bevindinge van die navorsing het bevestig dat dwelmmisbruik 'n probleem vir beide die skool en die gemeenskap is. Die skool kan nie alleen teen hierdie euwel optree as die ouers en dus die gemeenskap nie ook betrokke is nie. Ouerbetrokkenheid by die sake van die skool is 'n probleem, want ouers het aangedui dat hulle nie betrokke wil raak by die skool nie, selfs al word hulle genooi. Die bevindinge dui daarop dat die meeste lede van die gemeenskap nie besef dat die gladde

funksionering van die skool en goeie prestasie deur die leerders afhanklik is van die gemeenskap se betrokkenheid by skoolaangeleenthede nie. Indien die gemeenskap betrokke kan raak by skoolaktiwiteite, kan sommige gemeenskapsgebaseerde probleme ten minste voorkom of tot 'n minimum beperk word. Die gemeenskap en die skool is interafhanklik en behoort mekaar te ondersteun en saam te werk. Die bevindinge van die navorsing dui daarop dat die skool en die gemeenskap gereed is om mekaar te ondersteun. 'n Gesonde verhouding tussen die skool en die gemeenskap is 'n moontlike oplossing vir die probleme van dwelmmisbruik en armoede. Die beginsel van vennootskap en samewerking maak deel uit van hierdie oplossing.

Opvoeders behoort gemeenskapsbetrokkenheid by die gladde funksionering van die skool aan te moedig en erkenning te gee aan die belangrike bydrae wat die gemeenskap kan lewer in die hantering van gemeenskapsgebaseerde probleme. Gesonder verhoudings van samewerking en ondersteuning tussen die skool en die gemeenskap moet voortdurend aangemoedig word.

Sommige van die aanbevelings wat in hierdie navorsing gemaak word, kan die skool en die gemeenskap help om gemeenskapsgebaseerde probleme te hanteer, en die gemeenskap moet die skool bystaan en ondersteun in die hantering van hierdie probleme.

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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE PROBLEM

1.1 BACKGROUND TO THE PROBLEM

Although the South African Schools Act (Department of Education, 1996) indicates the changes that have been brought about in the education system, the community still seems to be reluctant to help the schools. The Schools Act focuses on the transformation and democratisation of education. The democratisation of education implies that stakeholders such as parents, teachers, learners and members of the community near the school should play an important role in supporting the school. Through the School Governing Body (SGB) the community makes decisions on behalf of the school and ensures that it is governed properly. Because corporal punishment at school has been abolished, learners no longer feel constrained by school discipline, and tend to act irresponsibly. Drug abuse among learners, their being late for school and absenteeism are major problems with which school authorities have to contend (Eksteen, 1999). According to the South African Schools Act, the culture of human rights should be established in order to advance the democratic transformation of society and combat racism, sexism and other forms of unfair discrimination. As corporal punishment is a serious offence in the new education policy, it may no longer be applied. This has, to a great extent, led to a severe disintegration of discipline in schools (Eksteen, 1999). It has therefore become imperative that communities support schools in dealing with community-based problems.

Besides the afore-mentioned problems, there are other problems experienced by the school which need community support, such as poverty. Elimination of poverty is one of the general purposes of school education. The Schools Act aims at ensuring an education that develops the learners' talents for their benefit as well as for the benefit of the whole society. Community-based support has to be utilised to develop and support education provision through a structured community participation approach (National Committee on Education Support Services, 1997).

Although there are parents who play a central role in their children's education, some parents remain minimally involved. Lack of parent involvement hinders progress at school (Ngwenya, 1999). Most parents have been historically marginalised in the education system. Instead of focusing on their differences, parents and school staff should cooperate and work together in contributing to the learners' education. (National Committee on Education Support Services, 1997).

According to the South African Schools Act (Department of Education 1996) the school governing body may approach people in business to donate money to the school or to pay for certain expenses.

Members of the community may also be asked to donate money or other commodities to the school. There are many ways in which the SGB can raise money to support the school in the alleviation of poverty-related problems. The departments of education and health have acknowledged the problem and have started with feeding scheme in primary schools.

Pillay (2000) emphasises the fact that responsible adults such as parents, teachers, youth leaders and others involved in education play an important role in supporting the school in dealing with drug abuse. In addition, in its policy statement every school should address the issue of drugs.

According to the Interim Unit on Education Management Development (1997), different members of the governing body have to get to know the school in different ways. Teachers and other staff know something about the school that parents and learners may not. It is important that all the relevant knowledge is shared among the various role players.

The Interim Unit on Education Management Development further explains that there is a misunderstanding between the school and the community when it comes to helping each other. The school blames the community for poor performance while the community blames the school. Learners, as members of the community, carry problems to school and these problems affect the smooth running of the school (Ngqwala, 1998). Therefore it is important for the school to involve the community.

The researcher has used a mixed model research design where both qualitative and qualitative data have been generated. The purposes for conducting mixed method research are to expand understanding of results from different designs looking at the same phenomenon and expand understanding by using different methods for different inquiry components.

1.2 DESCRIPTION OF THE PROBLEM

According to Eksteen (1999) drug abuse has hit a number of schools across the country both in rural and urban schools in a terrifying way. In Port Elizabeth some of the community members who were selling drugs to the school children during breaks were arrested. It was very difficult for the educators to control the learners at school.

Ngwenya (1999) reported that most high schools in Soweto were seriously affected by the drug abuse problem: teachers, parents and the community saw learners taking drugs every day. Dagga was used often in high schools. Both boys and girls smoked dagga instead of going to their classes. Learners

were so disrespectful towards their educators that they even smoked in front of them (Ngwenya, 1999).

According to Marojele (1999) most schools in the Western Cape were also affected by drug abuse. Communities tried to prevent drug abuse in schools by organising programmes for the prevention of drug abuse. Parents were encouraged to involve themselves in supporting schools in dealing with such community-based problems.

The situation in schools has not changed for the better. In many areas the problems have in fact increased. The school as a social structure for the accelerated, planned and organised development of the learners by professionally trained educators is unable to play the role of developing the learners because of drug abuse (Stone, 1988). Cotton (1998) points out that drug and alcohol abuse in South African schools has caused the situation to be non-conducive to learning and teaching. He stressed the importance for the addict to realise the problem, and to accept that addiction is a social disease. He provided some important hints on how to identify a person who may be experiencing an addiction problem.

According to Lilla-Chiki (1997) the juvenile drug addicts start out in primary schools and come from the ghettos and suburbs. Bad conduct, skipping school and a definite drop in grades are typical for young adults addicted to drugs. "Programmes addressing education and prevention of drug abuse should include all activities, which are planned to enrich the personal development of the student, including humanistic education, open education and affective education."

Poverty is a major threat to the well-being of both school and community. According to Ngqwala (1998) learners from some high schools in Mdantsane did not complete the school year, but left school prematurely because of poverty. The reason they provided was that they did not see the importance of going to school because they would not be in a position to further their education since their parents were unemployed.

Since drugs and poverty are some of the community-based problems that are affecting schools, it is important that the community and community education should support the school in dealing with these problems. The community and community education should remain relevant to the experience and expectations of the school in order to play a meaningful role in the reconstruction and transformation of the learners' lives. Thus, community-based problems should be dealt with collaboratively. There should be a strong relationship between the community and the school. Schools should be encouraged to involve the community in helping / supporting the school to cope

with the problems. The school would be encouraged not to work in isolation, but to forge a mutually beneficial relationship with the community.

This study attempts to determine the role that the community can play in supporting the school in dealing with some community-based problems. Ways and means of promoting the relationship between the community and the school are investigated.

1.3 THE AIMS OF THE STUDY

The purpose of this study was to determine the role of the community (and community education) in supporting the school in dealing with community-based problems. The aims of the study were:

- to investigate how the community supports the school in dealing with community-based problems ;
- to investigate ways and means of maintaining the relationship of support between the community and the school; and
- to find ways in which the school can involve the community.

1.4 JUSTIFICATION FOR THE RESEARCH

If the community and the school could work together, community-based problems could be minimised. If parents and school could come together more often, parents would see that they are part of the school. Moreover, parents should feel free to visit the school irrespective of whether they are invited or not (Department of Education, 1997).

This means that the school should not work in isolation from the parents. Parents should be included in drafting the school policy. The community should have access to the school property such as buildings, and technology such as computers, if these are available.

The school alone cannot deal with community-based problems, but the community has a fundamental role to play in the alleviation of the problems that schools have to deal with, such as the crisis regarding drugs in schools (Eksteen, 1999). The Western Cape Education Department has provided a programme in order to deal with drugs in schools. The programme invites parental and community participation. The community should work together to provide learners with integrated and positive experiences and structures, which promote and protect their well-being (Marojele, 1999).

Programmes for the alleviation of poverty and drug abuse are costly. According to the Department of Education (1997) the community and the school must work together in order to raise funds. Members of the business community as well as the general community should be more involved in dealing with poverty and drug abuse in schools.

The work of the community could improve social functioning both in the community and at school. There are many roles assigned to different members of the community in order to deal with community-based problems (Lombard, 1992). Furthermore, community-based problems could be dealt with by the school in support of the community and because community promotes new and more democratic forms of educational access, accountability and control (Martin, 1990).

According to Milhorn (1994), high school girls come close to the level of boys in their use of alcohol, marijuana and cocaine. Learners report pressure from other learners who force them to take drugs. Parents, educators and counsellors have special opportunities to advise learners on drug abuse.

As in adult and continuing education, community involvement should be visible in schools. This includes the three principal functions of community: service for young people, adult and general service to the community (Corner, 1990).

In conclusion, it is to be emphasised that the community may play an important role in the smooth governance of the school by supporting a school in dealing with community-based problems. The community should introduce as many projects as possible in order to accommodate everybody in the community. Hence the development of the school relies on the involvement of the community.

1.5 CLARIFICATION OF CONCEPTS

In order to understand the problem that is addressed by this research, one should understand the concepts *role*, *community* and *community-based problems*.

1.5.1 Role

According to Haralambos (1998) role refers to what an individual is expected to play in relation to her / his status. To play a role involves social relationships in the sense that a person plays a role in relation to other roles. Collins (1989) defined role as the part played by a person in a particular social situation, motivated by his expectation of what is appropriate.

The term role in this study refers to what the community (and community education) are expected to do in relation to community-based problems experienced at school. Therefore, different participants with different expertise of community education will have to play a fundamental role expected of their status, in supporting the school in dealing with community-based problems. In a community every individual has her / his role expectations.

Both Collins and Haralambos understand the concept role from the same perspective. It involves what the community should do to help the school in dealing with community-based problems.

1.5.2 Community

According to Jarvis (1995) community refers to a group of people who live in the same settlement and share a common interest, the same culture and the same tradition.

Collins (1989) defines community as a group of people sharing the same cultural, religious, ethnic or other characteristics within the same political boundary.

According to Harris and Willis (1993) community is a form of neighbourhood interest group, and people within the same political boundary, municipal or social unity. Furthermore, they defined community as a group implying a degree of common interest among its members. Johnson (2000) on the other hand defines community as a collection of people who have something in common. It can be a collection of people who do related kinds of work.

According to the Hemingway (2000) a community can be formed by different people from different areas on the basis of ethnicity, racial origin, religious and political beliefs, occupation, friendship or shared common interest.

Therefore, community has an element of togetherness, common interest and political boundary, which separates one community from another community. Community refers to a group of people who share the same beliefs, customs, and resources and who have a common interest. Their choice of locality has been influenced by the same motives. Their behaviour is determined by the same norms and values. Members of the community are linked by emotional bonds.

1.5.3 Community-based problems

According to Robert (1989) the term community-based problems refers to the social problems which affect the quality of life. The solutions to the social problems lie outside the individual but collective decision could solve community-based problems.

Community-based problems are problems experienced in a small area or by a group or composition of people who share physical and social space. These problems need community participation to deal with them (De Vos, 2002).

According to Johnson (2000), community-based problems refer to social problems that are caused by underlying social conditions or that produce consequences that affect social systems. For example, drug abuse is a social problem because it is rooted in particular social conditions that make it possible to promote it.

Therefore, community-based problems refer to problems which emanate from within the community itself and are transferred to other institutions within the community, such as schools. They have effects on social relationships, socio-economic development, people's health and the psychological development of people. In brief, community-based problems adversely affect the quality of life of the people and the learners. If all the community resources were to be affected by community-based problems, there would be no development. Examples of community-based problems are drug abuse and poverty. Schools are seriously affected by problems of this nature (Eksteen, 1999).

1.6 RESEARCH DESIGN

The researcher used interviews and questionnaires because the community was to be studied as it is. According to Denscombe (1998) and Wisniewski (1994) the researcher should use multiple techniques to insure the validation of data. The research design should depend on the research purpose (Rosnow, 1996). Representatives from four schools participated in the interviews. Community members were also interviewed. All the interviewees will give their perceptions of the role of the community in supporting the school in dealing with community-based problems. According to Mouton (2001) qualitative research is distinguished by the use of interviews in collecting the data from the respondents. The researcher wanted to maintain a practical focus throughout the study that will in the final analysis result in a set of tangible and constructive guidelines for supporting the school in dealing with community-based problems.

1.7 RESEARCH METHODOLOGY

1.7.1 Techniques for generating data

In this research both the qualitative technique and the quantitative technique were used for generating data. The two techniques were used with the three target groups within the community. When using qualitative techniques the data is collected through interviews and with the quantitative technique the data is collected through questionnaires. Some of the sample questions were answered by more than one group.

1.7.1.1 Interviews

Interviews with three different target groups were used in this research. The first series of interviews was conducted with twenty (20) members of the community on different days. These members drew on their experience to answer the questions. The number of questions varied from one group to another. The purpose of the interviews was to determine of ways and means of promoting the relationship between the community and the school. The interviews assisted the researcher in determining whether the community needed help from the school.

The second series of interviews was conducted with members of the teaching staff of the four schools in the community. The number of questions was different from that of the other groups. The purpose of the interviews was to determine whether members of the teaching staff were ready to work with the community. This would also help the researcher to know what the teaching staff expected from the community. The formulation of the questions was different from those of the community members' questions. Twelve (12) members of the teaching staff were asked questions. The interviews took place on different days.

The third series of interviews was conducted with a sample of learners from four schools in the Khakhu area. The sample was selected randomly and consisted of more than twenty (20) learners per school. The interviews helped the researcher to determine whether community-based problems which affect schools are caused or promoted by parents. Another purpose was to find ways and means by which learners could be seriously involved in dealing with community-based problems in schools.

1.7.1.2 Questionnaires

To ensure that the questions were clear and understandable and that the main investigation itself was valid, piloting of questionnaires were undertaken. Questions were constructed to get responses from

20 community members, 12 members of the teaching staff and 20 learners per school. This constituted a total of 112 respondents. Through the questionnaire the teaching staff, as well as community members and learners had the opportunity to give their views. Questionnaires were based on the relationship between the community and the school, community-based problems and the significance of community education. Questions were posed to 112 people on the role of the community (and community education) in supporting schools in dealing with community-based problems.

1.7.2 Sampling from the Khakhu community

According to Bailey (1982) random sampling enables each person in the community to be chosen for the sample; and every collection of persons of the same size has an equal probability of becoming the actual sample. Random sampling has the advantage of cancelling out biases and providing a statistical means for estimating sampling errors. Therefore it was decided to use random sampling in this research. The population was given numbers from one to 100 per school. The researcher drew a list assigning each person a number. The researcher started at random from the list to get the size of the population he required.

1.7.3 Data analysis

Both the quantitative and the qualitative approaches were used in this study. The questionnaires were given to all three target groups. Each target group received their own particular questionnaires although some questions were intended for all target groups. The interviews were conducted on different days with all target groups. The questionnaires were used as a quantitative technique to collect the data while interviews were used as a qualitative technique for this purpose.

Before the questionnaires were given to the respondents, the piloting was done to ensure that the main investigation itself was valid. The quantitative data was processed using the statistical package for the social sciences. The quantitative data was broken down into consistent parts to obtain answers to the questions. Although the analysis of data did not state the problem, interpretations were done. Interpretation is the explanation to find meaning. The data analysis was placed in categories in order to derive answers to research questions. This process will be described more fully in chapter 3.

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In the qualitative data analysis, the data was analysed in a spiral way. The researcher collected and recorded the data, and then managed, read, described, classified, interpreted and represented the data collected.

According to De Vos (2002), the purpose of analysis is to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied and tested, and conclusions drawn.

1.8 SCOPE OF THE RESEARCH

The research focused on the Khakhu community in which the four schools are situated. The Khakhu community is in a rural area in the far north of the Limpopo Province and high up in the Zoutpansberg mountains. The relevant schools are Muiladi Primary, Madala Primary, Miriyavhavha Secondary and Khakhu Secondary schools. The study focused on the role of the community (and community education) in supporting the schools in dealing with community-based problems. Furthermore, it focused on the role of the educators, learners and community members in supporting schools in dealing with drug abuse and poverty.

1.9 CHAPTER BREAKDOWN

Chapter 1

This chapter provides the orientation and the background to the problem. It includes the description of the problem, aims of the study, the justification of the research, clarifications of concepts, research design, research methodology and the scope of the research.

Chapter 2

This chapter reviews the literature studied in dealing with the problem. The literature review will include both drug abuse and poverty.

Chapter 3

This chapter describes the research design and methodology used in the research. Both the quantitative and the qualitative methodologies are described.

Chapter 4

This chapter provides the presentation, analysis and interpretation of the findings from the three target groups.

Chapter 5

This chapter contains the synthesis of the literature review and of the findings from the interviews and questionnaires. It also provides the recommendations of what could be done to limit drug abuse only in schools by communities, and for further research.

1.10 SYNTHESIS

This chapter describes the background to the problem. A detailed description of the problem is also given. The aim and the justification for the study are presented in this chapter. The research design, the methodology and the techniques for generating data are also described here. Furthermore, the scope of the research and the chapter breakdown are provided.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The study of the literature related to this research involves books, encyclopaedias, dictionaries, articles, conference proceedings, government publications, publications by organisations, and dissertations. Although the study is focused on the literature from 1989, the 1994 – 2001 literature is predominant in this study as it is more relevant to the contemporary situation. The focus is on schools and community problems.

There could be great improvement in education if all stakeholders could involve themselves in school matters irrespective of their individual status. The community around the school should actively support the school in dealing with community-based problems.

The South Africa Schools Act (1996) expects both the community and the school to have a good relationship for the benefit of learners. The community is vested with power by the Department of Education in such a way that it should undoubtedly support the school in dealing with community problems. The Department of Education expects different people with different expertise to support schools through the SGB. The SGB is mandated to recommend the appointment of educators (Department of Education, 1997).

Although the community is mandated by the South African Schools Act (1996) to recommend the appointment of educators and to draft the school policy, it is still reluctant to support schools in dealing with community-based problems. The community is expected to support schools through the SGB or as individual parents for the smooth running of the schools. The community is still unable to restore a culture of learning and teaching which is hampered by community-based problems.

Therefore, the community should support schools actively in dealing with community-based problems in order to restore a culture of learning and teaching. If community-based problems could be eliminated learners' performance could improve (Department of Education, 1996). The study addresses this issue with special reference to the role of the community in supporting schools in dealing with community-based problems. Two of community-based problems on which this study focused are drug abuse and poverty. Schools are seriously affected by drug abuse and poverty. (Department of Education, 1996 and Ngwenya, 1999).

Many researchers such as Pillay (2000), Levin (1998), Ngwenya (1999), Lazarus (1995), Wilson (1994), and the Department of Education (1996) have tried to find out how the community could support the school in dealing with community-based problems. The South African Schools Act (SASA)(Department of Education 1996), stresses the fact that parents and the community are to be involved in the governing of schools. Its inputs will be discussed in detail below.

2.2 THE SOUTH AFRICAN SCHOOLS ACT (SASA)

Through the South African Schools Act (SASA) the Department of Education (1996) indicates the need for co-operation amongst the school, parents, learners, educators and other stakeholders to promote effective learning. All stakeholders should share the responsibilities for the governance of the school for community-based problems to be dealt with collaboratively. Therefore, all the aforementioned stakeholders as well as national and provincial legislators must ensure that a culture of teaching and learning is fostered in every school.

According to the South African Schools Act (Department of Education, 1996) everyone has the right to education. Parents should play an important role in creating a culture of teaching and learning at school. The community should play a fundamental role in supporting the school in dealing with community-based problems. The school cannot deal with drug abuse and poverty without the involvement of parents.

Although the SASA (Department of Education, 1996) indicated the involvement of parents through the SGB, there is no strong emphasis on the role of community in supporting schools in dealing with community-based problems.

The principle of partnership is emphasised in the SASA. The state, parents, learners, educators and members of the community are expected to work in partnership. The special education bodies such as school governing bodies and private sectors are welcome to this partnership. All partners have different roles to play in the smooth running of the school. The contribution of these partners could help a great deal in supporting schools. Strong emphasis is placed on this partnership so that the quality of education could improve (Department of Education, 1997).

According to SASA effective partnership could be ensured through:

- mutual trust and respect;

- shared decision making;
- shared goals and values;
- common vision;
- open communication;
- good teamwork;
- promotion of the interest of the partnership rather than of individuals; and
- respect for the roles of different partners.

The SASA indicates that the state cannot do everything for the school. The parents, educators and the community should do their best to see what the school really needs and what the problems in the school are. Thus, all stakeholders should play a meaningful role in the school.

The SASA stipulates the following roles of the school governing bodies (SGB) in order to deal with problems at school:

- to perform all the specific functions given to governing bodies by the SASA;
- to set, improve and develop the rules, direction and policy by which the school must function within the framework of the SASA;
- to oversee and keep overall control over the development and maintenance of the infrastructure and property of the school; and
- to bring about and develop a partnership based on trust and respect between all stakeholders that is parents, learners, educators, local community and interested private sectors.

If all stakeholders could work as expected by the SASA, community-based problems could be minimised. There could be quality education in our schools. The community should be work-shopped on what is expected of the citizenry. People must be encouraged to study the SASA in order to know what is expected of them.

The community should understand that their role is not merely to be involved in school activities, but that they should work towards the betterment of education in schools with special attention to community-based problems.

The SASA states that although it is ideally the duty of the State to finance schools, it does not have sufficient funds to do so. Therefore learners have to pay school fees. However, there are learners who cannot afford school fees. It is the duty of the SGB to make plans to obtain more money and other

facilities to improve the quality of education. As a result, parents who can afford school fees are the only ones who pay while others are advised to apply for exemption.

Other functions of the SGB are also clearly stipulated in the SASA, which promotes co-operation between the school and the community. These functions would ultimately reduce community-based problems if all SGBs functioned fully. The functions include the following:

- to adopt a code of conduct for the learners at the school;
- to support the principal, educators and other staff in carrying out their professional functions;
- to encourage parents, educators, learners and other staff to render work willingly for the school;
- to decide on the choice of subjects according to the provincial curriculum policy;
- to supplement the funds supplied by the state to improve the quality of education in the school; and
- to ensure that school fees are collected according to decisions made by stakeholders.

According to the foregoing functions of the SGB, schools would be run in a way that would ensure that community-based problems would be minimised. Unfortunately, most school governing bodies are not effective. Some SGBs do not hold meetings to execute the supportive functions collectively because they underestimate themselves (Department of Education, 1996).

With regard to the functions of the SGB, the community should not leave school affairs to educators alone. The SGB should try to execute their functions to ensure quality education. Although all the functions are significant, the code of conduct for learners seems to be the most significant, because discipline is important in schools.

The principle of co-operation between the school and the community is strongly emphasised by the SASA. The stakeholders must respect each other's status, power and functions and must co-operate with one another in mutual trust and good faith. Not only should the school and the education authorities work together, but parents, learners, educators and community members must accept and share the responsibility for the governance of the school. They must also encourage friendly relations, and help and support one another.

2.3 NATIONAL EDUCATION POLICY

If both the community and the school could work hand in hand, school governance could be effective. This would mean that community-based problems, which could result in the dysfunctionality of the school, would be limited. Both educators and learners would be happy and satisfied. As a result learners from other communities could be attracted to schools where school governance is effective. The community should demonstrate interest in participating in the education of its children (Department of Education, 1997).

According to the National Education Policy (Department of Education 1996) schools and the community must work together in the restoration of the ownership of the school to their communities through the establishment of governing bodies. The school should adhere to the National Education Policy of 1996.

Democratic governance must be reflected in every level of the education system by the involvement of the community in consultation and appropriate forms of decision-making of elected representatives of stakeholders, interested groups and role players.

Instead of taking school as belonging to a particular community, the community sees the school as the property of the state (Department of Education, 1996). The community does not restore the ownership of the school and as a result the school does not maximise its function as an educational institution in the community.. The community does not strongly take part in the decision making of how education should take place at the school, although it is expected to participate in decision making.

The New Education Policy (Department of Education 1996) creates a culture of accountability. This means that the development of a particular school is the responsibility of learners, teachers, principals and the governing body of that school. There must be mutual agreement between the school and the community. Community-based problems require mutual respect for our people's diverse religious, cultural and linguistic traditions.

Education at school should give all learners from every community an equal opportunity to learn and to participate and excel in dance, music, theatre, art and crafts. This will invite the community to come to school or support the school in different ways. Education at school could meet the test of sustainability if both school and community are in partnership. True sustainability occurs when the people concerned claim ownership of education and are continuously involved in their planning,

governance and implementation. Therefore the principles of accountability and partnership would probably limit community-based problems.

2.4 COMMUNITY-BASED PROBLEMS

It is indeed true that schools are seriously affected by community-based problems such as drug abuse and poverty. These problems could be decisively dealt with if the community and schools worked together for the quality of education in schools. The community should devise strategies to deal with community-based problems. The prevalence of drug abuse in schools, particularly in high schools, has caused the environment to become hostile to learning and teaching. The use of cannabis (dagga) and cocaine, for example, has made it very difficult for educators to work with delinquent learners. Drug abuse and poverty interact detrimentally, because learners from poor families use drugs to forget their poverty problem, causing a vicious cycle (Ngqwala, 1998).

According to Haralambos (1998), three types of poverty are identified, namely:

- a. absolute poverty which refers to the lack of basic human needs;
- b. relative poverty, which refers to the lack of an acceptable standard of living; and
- c. subjective poverty, which also refers to the lack of an acceptable standard of living but varies from society to society.

Most of the impoverished people use drugs such as narcotics, depressants, stimulants, hallucinogens and cannabis because it is available even to the learners. Cocaine and cannabis are the main drugs affecting the community and the school (Haralambos, 1998).

Yet the South African Schools Act (1996) does not make provision for appropriate action that can be taken against learners who use drugs at school or who are under the influence of drugs during school time. The SASA (1996) abolished corporal punishment, which was used to deal with learners who demonstrated this kind of aberrant behaviour, but could not replace it with any other effective kind of disciplinary action to deal with drug abuse in schools.

Community-based problems cannot be dealt with by the school alone but the community has a fundamental part to play in the alleviation of the problem of drug abuse in schools. If drug education could be introduced in schools, it could also contribute much to the alleviation of the drug abuse problem (Pillay, 2000).

According to Eksteen (1999) drug abuse has hit a number of schools across the country in a terrifying way. In Port Elizabeth, for example, some community members were arrested for selling drugs to school children.

The police and school authorities alike have embarked on a mission to salvage and restore a sense of security that previously pervaded educational institutions. Many schools have introduced a system of compulsory drug testing, while the police have attempted to strike at the heart of the drug trade by rooting out the dealers (Eksteen, 1999).

If the community is still the drug dealer, drug abuse cannot be eliminated. People who are found selling drugs must be given long sentences. The community should inform the police if drugs are sold in their area (Eksteen, 1999).

According to Marojele (1999) drug abuse is also a problem in most schools in the Western Cape. A prevention programme is on the agenda of the Western Cape Education Department (Marojele, 1999). A committee was formed to assess a school-based substance prevention programme. Parental and community participation is promoted in the programmes. The programme providers are ready to raise funds for the school in rural areas which were historically disadvantaged. Besides parents, there are other role players who could support schools in dealing with community-based problems. A meaningful contribution could, for instance, be made by:

- academic institutions, for example, universities;
- health professionals, for example, nurses;
- government departments, for example, the Department of Safety and Security;
- church leaders and pastors; and
- community development workers and youth groups.

In some Soweto high schools teachers, parents and members of the community see learners smoking dagga every day (Ngwenya 1999). Dagga is used more often in high schools than in primary schools. Boys prefer to smoke dagga instead of going to class and more girls are seen to be taking drugs as well. It is indeed a growing problem in our schools, yet few people seem to care (Ngwenya, 1999).

Obviously, if the situation continues in this way, there can be no effective teaching and learning in schools. The situation is not conducive to teaching and learning. Nobody seems to be able to control

learners who smoke at school. It is the responsibility of each community to help to eradicate substance abuse in schools.

According to Ngqwala (1998) learners at one of the high schools in Mdantsane reported that they did not see the need to go to school, as they would not have money to further their education. They did not know what they would do when they left school. They saw their financial status as their main obstacle and de-motivating factor as far as their scholastic achievement was concerned. A workshop for community health workers and high school learners was organised. The aims of the workshop were to identify and establish the needs of school children, to use that information to determine what programmes would best meet these needs, and to determine ways in which the community could help or support the school with regard to poverty.

Ngqwala (1998) indicated that most learners in high school, especially in rural areas, are demotivated by poverty. Most of them leave school after grade 10. Some would even leave after grade 11. Although the Department of Education provides the learning material, there are many other obligations that the learners are expected to meet on their own. If the community could request donations from private companies, the poverty problem could be minimised. If there are a few professionals in a community, they could establish a trust fund to help learners from poor families.

According to the Department of Education (1996) learners are expected to pay school fees. However, some learners cannot afford to pay school fees because they are too poor. Although some parents pay school fees, their action cannot remedy the situation. Poverty is a serious problem, especially in rural schools. Grants are given to schools, but there is no sign of the alleviation of poverty. The school grants are trying to solve the problem because in rural schools the grants are higher than in urban schools, especially in Limpopo Province (Department of Education, 1996). The more disadvantaged school gets more money while the advantaged school gets less. Unfortunately the SGB has no say in this (Department of Education, 1997).

According to Robert (1989) community-based problems are social problems which affect the quality of life of many members of the community. They need the involvement of both the community and the school. It is clear that community-based problems emanate from within the community itself and are transferred to other institutions within the community, such as schools. Therefore, the community should play its role by becoming involved in dealing with these problems.

2.5 COMMUNITY INVOLVEMENT IN SCHOOLS

Nobody can succeed in dealing with community-based problems alone. Therefore the community is expected to play a fundamental role in supporting schools in dealing with such problems.

According to Pillay (2000) there is no short cut that will solve the problem of drug abuse in schools. The only way to achieve success is through the involvement of the community. Drug education programmes should be followed for education to be relevant to the learners and their society. Parents should provide meaningful guidance on the detrimental effects of drugs on youths. Responsible adults like parents, teachers, youth leaders and others involved in education play an important role in supporting the school in dealing with drug problems. Health education could help reduce drug abuse at school.

Pillay (2000) recommends that every school policy should include the issue of drug abuse and how to deal with it. In formulating the school policy, the SGB should consult as many people as possible including learners themselves. It should be stated in the school policy that any learner found using drugs would be dealt with in a constructive and therapeutic manner. Drug detection courses for teachers and a teaching curriculum that includes drug education should be introduced.

Furthermore, Pillay (2000) emphasises that the school should try to reach to the community for support and assistance in making the school anti-drug programme work. The school should collaborate with parents, school committees, law enforcement officers, treatment organisations and private groups. The community must be informed about school problems through meetings, media coverage, and educational programmes and by building public support for the school rules. Schools should call on professionals such as medical practitioners and pharmacists to share with them their expertise on drug abuse. Schools could introduce a system of random blood testing for learners.

The researcher agrees with Pillay that the community plays a significant role in minimising drug abuse in schools. The community must be encouraged to visit the school at any time in order to be well informed about the progress of their children. Learners must be involved in problem solving in order to be successful in dealing with the drug abuse problem. The school should show trust in other professionals in order to get support (Pillay, 2000).

The South African National Council for Alcoholism and Drug Abuse (SANCA) has introduced a programme to help schools in dealing with drugs and alcohol (Levin, 1998). However, schools have

been reluctant to implement the programme. The objective of the programme is to teach parents to involve themselves in decision making with regard to educational matters. If learners were found to have drugs, parents were to be invited by the school to take part in deciding on the appropriate punishment. Commenting on parent involvement, Levin (1998) relates the incident at a certain school in Johannesburg where a learner was found to be under the influence of drugs. The learner's mother supported the school in dealing with that problem and the learner was counselled by the parents and the headmaster.

Although parents are not always at school, the school should work with them in dealing with the problem. Some parents might not know that their children are drug abusers, so if they are invited, they can keep a watchful eye at home. If parents are drug providers, they could be encouraged to stop providing drugs to learners (Levin, 1998).

Ngwenya (1999) indicates that some schools blame parents for dagga abuse because they claim they give their children money with which to buy drugs, while parents blame schools for allowing learners to smoke on their premises. Furthermore, Ngwenya (1999) points out that teachers, parents and community leaders should not blame one another but should work together in dealing with the problem. Learners who are caught up in substance abuse find it difficult to learn. Social workers should be ready to go to schools and talk about the dangers of drugs.

Ngwenya (1999) states that if the community and schools could collaborate, community-based problems could be minimised. The school should welcome criticism from the community and likewise the community should welcome criticism from the school. Professionals should involve themselves actively in dealing with school problems in order to show their support. Parents should never supply drugs to learners, but they should fight for drug-free schools.

In 1998, a new programme was developed in Cape Town to help schools to deal with community-based problems. The programme comprised a teachers' training course for teachers to meet drug education needs. Learners' workshops were also planned for life skills training. The session themes were drugs, self worth, values, feelings, relationships and peer pressure, sexuality, conflict, change and the future. A parents' introductory workshop introduced the programme to the parents of the children involved (Van Rooyen, 1998).

Van Rooyen (1998) suggested that in addition to drug education programmes for teachers, there should be greater community involvement and support for the school in dealing with community-based problems. The community should be empowered to deal with such problems.

According to the report of the National Commission on Special Needs in Education and Training (NCSNET) (1998), parents' involvement is essential in the education of children. The community and the school must work together in fund-raising. Every school must enable learners at all levels to learn critical health and life skills. Health promoting school programmes must be well designed, monitored and evaluated to ensure their successful implementation.

Members of the business community and the general community should be more involved in dealing with poverty and drug abuse in schools. Business people would be ready to help the school if they were involved in school affairs. It would be mutually beneficial to both the wealthy and the poor members of the community if a greater sense of community could be fostered. This could possibly even lead to job creation and mutual support and assistance.

The Department of Education (1997) indicated that the SGB should promote the best interest of the school and ensure that the learners at the school receive the best education. Furthermore, the SGB should raise funds in order to deal with poverty as a community-based problem. Members of the SGB should visit schools regularly. The community around the school should know more about the school so that it may give full support to the school.

Similarly, the community should be well informed regarding the progress of the school at all times. Schools should not regard the regular visits by parents as interference because if parents were made to feel that they were interfering, they would no longer visit such schools. It is advisable for the SGB to include different professionals who are in the community, such as doctors, nurses and social workers (Department of Education, 1997).

According to Pillay (1993) learners should also be used in combating drug abuse at school and in the community. Learners should arm themselves with knowledge in order to resist drugs. Pillay suggests that the community should establish a committee of Teenagers Against Drug Abuse (TADA) in order to support schools in dealing with drug abuse problems. TADA should pay more attention to the following:

- learning the effects and risks of various types of drugs;
- learning the symptoms of drug abuse;
- knowing school rules about drugs and ways to help make school policy on drugs effective;
- knowing the school procedures for dealing with drug offences;
- knowing the laws on drug abuse and penalties for contravening them; and
- becoming actively involved in efforts to inform the community about the drug problem.

The school could succeed in dealing with the drug abuse problem if learners are seriously involved. They should form an anti-drug committee. Learners are more willing to accept help and advice from one another than from adults. The committee should be work-shopped on the effects of drugs so that they could be more convinced of the dangers of drug abuse. Teachers and parents should keep on encouraging and supporting the committee (Pillay, 2000).

Once someone is identified as suffering from the effects of drugs he or she could be counselled by fellow teenagers. If the community could appreciate learners' involvement, it would more readily support the school in dealing with community-based problems.

Eksteen (1999) indicates that if parents are the drug providers, the school cannot deal with the problem alone. It is clear that the community (and community education) should be involved in supporting the school. The community (and community education) should deal with this problem, as it is community-based. The community leaders should deal with those parents who provide drugs to school children. It is advisable that within the community there should be a committee to deal with community-based problems.

Lazarus (1995) indicates that personal reconstruction is an urgent need for many youths, both those in and out of school. He states that youth development programmes should be introduced in communities in order to help the school in dealing with community-based problems. There are pupils who want to give up taking drugs, but who do not know how. Moreover, many learners go astray as a result of peer pressure, and not necessarily of their own volition. Pillay (2000) avers that those learners who do things due to peer pressure could be helped by the TADA committee. Moreover, young pupils should be encouraged to love their bodies.

According to Lombard (1992), the community should act as social workers in order to help the school in dealing with community-based problems. The work of the community could improve social functioning both in the community and at school. Lombard's (1992) view is that community work is

an alternative case of work. There are numerous roles assigned to different members of the community in order to deal with community-based problems. The roles include those of organiser, facilitator, booker, encourager, coordinator and educator.

If these community workers could work as a team both poverty and drug abuse could be minimised in schools.

Lombard (1992) points out that the community has to decide on its own whether or not it wants its quality of life to be enhanced and if it wants that to happen, it must also decide upon the nature and scope of the enhancement. If the community and schools could work together, the general welfare of learners would improve..

According to the report of the National Committee on Education Support Services (Department of Education 1997) the principle of involving key stakeholders in the investigation of all school community-based problems is considered to be crucial. This principle is in line with the democratic ethos of public policy development that is emerging in South Africa.

The same report indicates that the learning process and the education system are obviously affected by poverty, which is caused by unemployment and other economic inequalities, for example the inability of many families to meet basic needs such as nutrition and shelter. This obviously affects the academic performance of the child. Learners living under such conditions are subject to increased emotional stress, which adversely affects learning and development.

Poverty-stricken communities are also poorly resourced and do not have adequate educational facilities. Most of these communities have schools with large classes, inadequately trained staff and inadequate teaching and learning materials.

According to Klesing-Rempel and Encues (2004), poverty can be reduced if community and school are in partnership. The school as the nucleus of community development is organised in work teams of teachers. They participate in meeting with the community committees and also with parents to discuss school matters and community problems. The school is used as a place that generates knowledge and skills for human development.

On considering the effects of poverty on the learning process and access to education, it is obvious that poverty and performance are linked (Davey 1995). There are numerous children who are kept back from school due to poverty. The active involvement of parents and the broader community in the teaching and learning process is of paramount importance. Such involvement includes recognition of parents as the primary care givers of their children. Negative attitudes towards parental involvement, lack of resources to facilitate such involvement, and lack of parental empowerment and support for parent organisations contribute to a lack of parental involvement in schools.

It is further indicated (Department of Education, 1997) that there are other community resources that should play an important role in supporting schools in dealing with community-based problems. The resources are peer counsellors, community leaders and traditional healers. However, some are disregarded by the professionals although they play an important role in counselling. Community leaders often lead the change process in communities. Their influence in contributing towards a culture of learning and teaching can therefore not be underestimated. Traditional healers play an important role in shaping beliefs and providing support in communities, which in turn support schools. At present, they play a limited role in providing support within the education system.

Furthermore, parents, educators, learners and different community structures must be involved in the process of assessment by being invited to school if there are activities and other aspects of curriculum development, in order to win their trust. Volunteers from non-governmental organisations (NGOs) could be directly and indirectly involved in providing education and supporting the school in dealing with community-based problems. Partnerships between parents and educators should be developed in order to deal with problems.

According to Thenee (1998) all people need creativity and competence in order to alleviate poverty, thereby strengthening and protecting human rights. People in the community should promote a culture of peace, encourage active citizenship and strengthen the role of civil society in order to deal with community-based problems.

Thenee (1998) calls attention to the fact that greater recognition, participation and accountability of non-governmental organisations and local community groups should be encouraged. The role played by non-governmental organisations in awareness raising and empowerment of people must be recognised in order to fight community-based problems affecting schools. The expression of the learning demand of people within their own culture and language must be facilitated. The community

should understand that even though it is a rural community, learning should be taken seriously. In order to promote love for school in the community, adult learning should be encouraged by emphasising its importance.

The processes of community organisation, community development and community action are strategies to encourage community education, which will ultimately support schools. However, if parents do not get motivation from schools, they lose interest. Schools should show recognition towards parents. In a well organised school, a parents' day is accompanied by different activities such as traditional dancing. Learners should also expose their expertise through drama, poems and even traditional dances. If the school and the community could share a common interest, many community-based problems would be solved.

Wilson (1994) indicated that the use of drugs in schools where the involvement of parents and the community is strong is decreasing in America. Some of the factors that restrain students from abusing drugs should be explored so that the information would help others in the future. The individuals working towards clear and defined goals and possessing an understanding of the factors leading to and constraining the use of substances help to minimise drug abuse.

If the information about the dangers of drug abuse could reach other learners, the use of drugs in most schools could be minimised. Learners should be encouraged to set goals for their learning so that they can strive towards achieving them, rather than to have no goals, which would result in ineffective learning. The effects of drug abuse should be well known to learners.

According to Van Schalkwyk (1991) the school is like any other social structure that needs the community's support. The school cannot survive without the community. If the community plays its part to the full, the school will prosper. It is the community's responsibility to provide support to the school and ensure effective learning and teaching.

Wayne and Dale (1991) state that children who take drugs are mostly from disorganised or socially maladjusted families. These children lack essential academic skills such as vocabulary development and verbal reasoning. These authors agree that although drug abuse is a serious school problem, it is also a community problem.

Both Van Schalkwyk (1991) and Wayne and Dale (1991) show the importance of the community to the school. According to them, the school cannot prosper without the involvement of the community. Quality education is the responsibility of a particular community around the school. Community support should start in families and continue to the school.

Ray (1993) indicates that all community-based problems can only be solved with ease by using a coordinated approach, which involves schools, parents and peer groups, civic organisations, police and the radio. According to him, the school alone cannot deal with these problems. If parents are not involved, they can question the need for or the methods used in drug education programmes in the school. For this reason, the programme that involves all groups in the planning stages is more likely to receive widespread community support. Community-based programmes can reduce community-based problems in schools. The community-based programmes should not hinder school-based programmes, as they are all crucial in dealing with community-based problems.

Wayne and Dale (1991) indicate that communities should help schools with the expertise and financial resources of community groups and agencies. All local enforcement agencies in all aspects of drug prevention must be involved. They claim that if the community could help the school in dealing with the drug problem, the community would also be drug-free. Parents should teach children standards of right and wrong and demonstrate those standards through personal example.

Groups of parents should meet regularly to discuss problem solving, parenting skills, their perceptions of the problem and actions to be taken. Obviously, if one is not included in the planning of the programme, one can hardly implement the programme. Therefore, parents and peers should never be left out in the planning of problem solving (Mitter and Mitter, 1982).

Van Schalkwyk (1991) and Wayne and Dale (1991) recommend that the school should establish clear and specific rules regarding alcohol and other drug abuse in order to be successful in dealing with drug problems. The established policies should be enforced against drug abuse otherwise there would be no purpose in having the policy. In schools where there is a school health programme, drug abuse is unlikely to occur. The school health programme should consist of a healthy school environment, school health services and school health instruction. The school health programme should involve the community. Community members who have expertise in health matters must be given ample opportunity to render services from their experience. In fact, the community is an important influencing factor in an individual's decisions about drugs.

According to Venturelli (1994), drug abuse at school is the result of poverty in the community. Children from poor families are likely to take drugs in such a way that even children from better families could be tempted to join as a result of peer pressure. There is no better way to curb drug abuse in schools than to involve the community so that it may deal with the poverty problem within the community, which will ultimately minimise drug taking in schools. Lessening drug abuse requires responsible, collective agreement on comprehensive educational and practical programmes.

Education does not take place only in school but also in other institutions in the community. All versions of community have important communal norms which are significant for educational theory, policy and practice. Learners should be encouraged to serve the needs of the community. Education in Britain has suffered as a result of not understanding the community. Some community members believe that the state school is still dominated by values neutrality. Schools in Britain are today legally bound:

- to have a daily act of worship in common;
- to provide religious education programmes;
- to provide social, moral, cultural and spiritual education throughout the curriculum;
- to provide a sex education programme drawn by the local community and parents; and
- to provide pastoral support and guidance for all pupils (Arthur, 2000).

According to Engle (1998), parents are to be real partners in their children's education. They must be able to share real power, responsibility and ownership with schools in ways which show a high degree of mutuality. He recommends positive parental involvement with schools as one of the essentials of an effective school. Some parents are eager to get involved in school activities that will enhance effective quality learning.

According to Searle (1998) the community should know the kind of learning that can go on in the school. The community should also describe what can happen to people, to learning, to schools and entire communities when their interests have been disrupted. The community could extend the classroom learning to the benefit of all.

Bayle-Baise (2002) indicates that teachers should attend service learning to be encouraged to work with culturally diverse and low income communities. In such an environment educators will cultivate

a sense of common concern. The development of partnership centres around the notion of shared control of schools. Community groups profit from volunteer assistance and prospective teachers gain knowledge of local issues and concerns.

Undeniably, the drug problem should not be tackled as a school problem, but as a community problem. Equally important, there must be a strong collective agreement between the school and the community in order to succeed in dealing with the drug abuse problem. As a community of responsible citizens, they need to develop strategies that directly attack the complexity of both drug abuse and poverty.

2.6 CONCLUSION

In South Africa, the SASA (1996) has brought confusion and frustration to the stakeholders responsible for the education of learners. Learners violate school rules and regulations in the mistaken belief that it's what democracy is all about. Hence, the Department of Education has shared its responsibilities for organising education with the communities around the schools. The community is reluctant to respond to such responsibilities for the welfare of the education of their children. In addition, schools alone are unable to deal with community-based problems such as drug abuse and poverty.

Drug abuse and poverty are neither regional nor provincial problems. They are national problems. It appears that the word "democracy" is not well understood, especially by the youth, because they think it is their right to take drugs. Although the problems were in existence before the new dispensation, there seems to be an increase in these problems all over South Africa.

The community would succeed in supporting the school in dealing with community-based problems if it could stop supplying school learners with drugs. The community should establish a community-policing forum in order to control drug dealing among its members. Teenagers must be included in the community-policing forum because they know and trust their friends better.

It is also advisable for the community to understand the South Africa Schools Act in order to know what the Department of Education expects of the community. Members of the community and the school should be familiar with the National Education Policy, for if they become acquainted with this policy, they would certainly be more willing to assist in dealing with anything that is detrimental to the smooth running of schools.

Drug education is important in the community and in schools. The community should know the drug types as well as their effects. If possible, the community should be work-shopped on the effects of drugs. Drug abuse is not a school problem, but a community one.

Drugs and poverty influence each other; therefore poverty should never be ignored when dealing with the drug abuse problem. Learners from poor families think that if they use drugs they will forget their poverty while learners from healthy families also enjoy taking drugs because they have enough money to buy them. It is obvious that while this problem is exacerbated by poverty, it is prevalent among learners from all socio-economic spheres. It is a problem that needs to be addressed by the community as a whole.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined various conceptualisations from the literature on how the community and could support schools in dealing with community-based problems. The purpose of this study was to determine ways and means in which the relationship between the school and the community could be promoted. It is generally agreed that *research* is not a neutral term. There are different concepts of research depending on the nature and purpose of the research.

According to De Vos (2002), scientific research is a systematic, controlled, empirical and critical investigation of natural phenomena, guided by theory and hypotheses about the presumed relations among such phenomena. Therefore, research is a carefully prescribed process of collecting and analysing data in a way that is systematic, purposeful and accountable. According to Mouton and Marais (1990), social science research is a collaborative human activity in which social reality is studied objectively with the aim of gaining a valid understanding of social problems.

This chapter explains aspects of existing paradigms in order to locate the present study in a paradigmatic sense and tries to show how this informs the methodological choices made. The research method, data collection techniques, data analysis process and quantity criteria are discussed.

3.2 RESEARCH PARADIGMS

According to Du Plooy (2001), a paradigm is a set of shared basic beliefs about how researchers can view that which they study. Every research tradition is characterised by assumptions that guide researchers in the way in which they approach the phenomenon under investigation, their theoretical viewpoints and the selection of methods and techniques. According to De Vos (2002), researchers must decide within what paradigm they are working, know the nature of their selected

paradigm very well and spell this out in their research reporting in order to keep the topic clear and unambiguous to the readers.

In research method it is usual to find distinctions between applied and basic research, survey and non-survey research, experimental and non-experimental research, dominant paradigm and new paradigm, and positivist and critical approaches.

Positivism is a philosophical system that restricts itself to data of experiences and rejects any form of speculation. For social scientists, some of the essential paradigms are: the positivist, interpretivism and theoretical paradigms.

The positivist, interpretive and critical theories essentially embody the three major paradigms that provide a theoretical basis for the methodologies employed in the social sciences (De Vos, 2002). These paradigms can be distinguished by the research principles they employ and their proposed guidelines on acceptable research practices. The methodologies that result from these paradigms consist of the quantitative and qualitative methodology. Quantitative methodology is based on the positivist philosophy, while the qualitative methodology is associated with many diverse methods employed in the social sciences.

Only three paradigms are briefly described in this chapter, namely positivism, critical theory and interpretivism.

3.2.1 Positivism

According to positivism, reality is everything that can be perceived through the senses. Positivism entails a belief that the methods and procedures of the natural sciences are appropriate to the social sciences. Positivism entails a belief that only those phenomena that are observable are knowledge. Positivism suggests that scientific knowledge is arrived at through the accumulation of verified facts. Positivism sees scientific theories as providing a kind of backcloth to empirical research in the sense that hypotheses derived from them are then submitted to empirical test. Positivism is also often taken to entail a particular instance in relation to values. It draws a sharp

distinction between scientific issues and statements on the one hand and normative ones on the other (De Vos, 2002).

3.2.2 Critical theory

This is a second methodological approach regarded as important in social science by De Vos. Versions of this approach are called dialectical materialism, class analysis and structuralism. This agrees with many of the criticisms of the interpretive approach levelled at positivism, but it adds some of its own and disagrees with interpretive social science on some points (De Vos, 2002).

According to Cohen, Manion and Morrison (2003), critical theory is prescriptive and normative, entailing a view of what behaviour in social democracy should entail. The agenda of critical theory is highly particularistic and prescriptive, and has been seen as problematic.

Critical scientists see in social research the goals of removing false beliefs and ideas about society and social reality, and are critical of the power systems and inequality structures that dominate and oppress people in societies. People are perceived as creators of their own destiny, while engagement and action are encouraged for the purpose of changing the conditions of people's lives (De Vos, 2002).

3.2.3 Interpretivism

Interpretivism refers to a research tradition that holds the belief that the social and natural worlds are sufficiently similar to enable one to study and investigate phenomena in those worlds using the same general methodological and logical principles. This is based on an analogy, which is drawn between human beings and other organisms. The central element in interpretivism is the role of human consciousness in all social practices (Coetzee & Graaff, 1996).

Interpretivism aims to move away from obtaining knowledge through experimental manipulation of human subjects, towards understanding by means of conversations with subjects. Social reality is viewed as socially constructed based on a constant process of interpretation and reinterpretation of the internal, meaningful behaviour of people (Denzil & Lincoln, 2000).

The basic beliefs that define each of these inquiry paradigms can be summarised according to the responses to three fundamental questions, namely, the ontological, epistemological and methodological questions. In order to highlight their usefulness and characteristics, each paradigm and the assumptions made about the nature of social reality in terms of these three questions will be described. The basic beliefs that proponents of each of the above paradigms might hold with respect to the three paradigm-defining questions, are summarised in Table 3.

Table 3. Basic beliefs of Inquiry Paradigms

Question	Positivism	Critical Inquiry	Interpretivism
Ontology	Realism – apprehendable reality exists	Historical realism – virtual reality shaped by social, political, cultural, economic and gender values; crystallized over time	Relativism – local and specific constructed realities
Epistemology	Dualist and objectivist; values and biases are prevented from influencing outcomes; findings true	Transactional and subjectivist; value-mediated findings	Transactional / subjectivist; Created findings
Methodology	Experimental / manipulative; verification of hypotheses; chiefly quantitative methods	Dialogic / dialectical dialogue between inquirer and subjects must be dialectical to transform ignorance and misapprehensions	Hermeneutical / dialectical individual constructions can be elicited and refined only through interaction between and among investigator and respondents.

(Source: Guba & Lincoln, 1998)

However, the differences between these three positions have significant consequences for the practical conduct of inquiry, as well as for the interpretation of findings (Guba & Lincoln, 1998). A combination of paradigms was used in this study.

3.3 THE RESEARCH DESIGN

A case study design was used with multiple sites. Both the qualitative and quantitative approaches were used in this study. The quantitative approach which led to the survey methods was used for the establishment of methods of community support and how relationships are maintained between the community and the school. The quantitative approach on the other hand was preferred in this study to confirm the information obtained in the qualitative approach.

3.4. POPULATION

Khakhu community in Vhembe district of Limpopo in South Africa is targeted in this study with the following target groups:

- Learners,
- Educators,
- Members of the community and

The previous experiences by the researcher indicate that there are problems relating to the drug abuse and poverty in the area under study. While this is a small area in Limpopo Province it was felt that the results of the research in this area would make contributions.

3.5. SAMPLING

(a). Selection of sites

The community of selected schools(site) are the focus of this study. For the first phase four schools which reflect diversity of Khakhu community schools, that is primary and secondary schools were selected by means of purposive sampling strategy. A total of four (4) schools composed the sample. The schools were selected purposively on the basis of the researcher's experience and information from the local residents.

(b). Selection of respondents

Educators of the selected schools were selected randomly and only three selected numbers from each school formed a sample. Learners of each of the selected schools were also assigned with

numbers and only twenty randomly selected learners formed a sample. Community members were selected on the basis of availability across the for schools community.

The sample was made up of 112 as follows:

- 3 educators from each of the four schools which gives a total of 12,
- 20 community members,
- 20 learners from each of the four schools were selected to give a total of 80 learners.

3.6 METHODS OF DATA COLLECTION

The data was collected through interviews and questionnaires.

3.6.1 The interview as data generation technique

The interviews were conducted in three groups: community members, educators and learners. The first group to be interviewed individually consisted of 20 members of the community. The community members were selected randomly from the area around Khakhu Secondary, Miriyavhavha Technical Secondary, Madala Primary and Muiladi Primary School. Interviews were conducted with that group to determine ways and means of promoting the relationship between the community and school. The interviews helped the researcher to determine whether the community and the school were ready to support each other.

The second group of interviews was undertaken with members of the teaching staff (educators) at Khakhu Secondary, Miriyavhavha Technical Secondary, Madala Primary and Muiladi Primary School. Twelve members of the teaching staff were interviewed individually. Three members of the teaching staff, to give a total of 12, were selected randomly from each school in the Khakhu area.

The purpose of the interviews was to determine ways and means in which the school could involve the community in dealing with community-based problems. The interviews also determined the readiness of the teaching staff to work with the community. That also helped the researcher to know what the teaching staff expected from the community.

The third group of interviews was carried out with 80 learners from Khakhu Secondary, Miriyavhavha Technical Secondary, Madala Primary (from the senior phase) and Muiladi Primary School (from the senior phase). Twenty learners from each school were interviewed at their respective schools. Only learners from primary schools were interviewed in groups. The purpose of the interviews was to determine the nature of the relationship between learners and the community. The learners interviewed were selected randomly by giving each learner a number. Thereafter a list was drawn. The researcher chose any number to form his sample.

According to Cohen, Manion and Morrison (2003) interviews are defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information.

The research interview according to Cohen et al (2003) may have three purposes:

- 1 as the principal means of gathering information having direct bearing on the research objectives;
- 2 to test hypotheses or to suggest new ones; and
- 3 to be used in conjunction with other methods.

In this research, the interview was conducted with community members, educators and learners in their respective environments to get their views on how the community could support the school in dealing with community-based problems. The interview was conducted on different days with different target groups.

The interview as data generation technique has advantages and disadvantages:

3.6.1.1 Advantages of the interview as data generation technique:

- 1 it increases the salience and relevance of the questions;
- 2 it increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent;
- 3 all respondents answer the same question; and

- 4 it permits decision –makers to see and review the instrumentation used in the evaluation (Cohen, Manion and Morrison, 2003).

3.6.1.2. Disadvantages of the interview as data generation technique:

- 1 it is less systematic and comprehensive if certain questions do not arise naturally;
- 2 important and salient topics may be inadvertently omitted;
- 3 there is little flexibility in relating the interview to particular individuals and circumstances (Cohen, Manion and Morrison, 2003).

3.6.1.2 The interview process

Random sampling of interview respondents, of which 20 were community members, 12 educators and 80 learners, was done to ensure representivity because respondents were considered prime sources. The interview was conducted at Khakhu Secondary, Miriyavhavha Technical Secondary, Madala Primary and Muiladi Primary Schools. Every respondent answered all questions. Community members were interviewed at their respective homes. The questionnaires and interviews were as indicated in the appendices (see appendices A and B).

3.6.2 The questionnaire as data generation technique

The three interviewed groups were also given questionnaires to complete. The questionnaires were given to 20 community members, 12 members of the teaching staff and 80 learners. That gave a total of 112 respondents. The questionnaires had more questions than the interviews did. The questionnaires were structured in such a way that the responses would be clear.

The researcher allowed the respondents to complete the questionnaires individually and made sure that no respondent influenced another. The researcher did not use academic qualifications as a standard for selecting respondents. Therefore, everybody who happened to be willing to be selected was accommodated. The questionnaires were prepared according to each group.

In the case of the research study, the questionnaire was designed and administered to determine the purpose, experiences, attitudes, perceptions and opinions of the community members, educators and learners in terms of the role of the community in supporting schools in dealing with community-based problems. The questionnaire was collected through direct contact between the respondents and the researcher.

3.6.2.1. Questionnaire design

According to Kendall and Kendall (1995), a questionnaire should be designed to meet the following design criteria:

- 1 allow adequate space for responses;
- 2 use sample to help to determine format;
- 3 be consistent in style;
- 4 ask questions of importance to respondents first;
- 5 cluster items of similar content together;
- 6 employ respondents' association tendencies; and
- 7 place less controversial items first.

The questionnaire was designed to be administered by the researcher because it was possible to reach all the respondents. Questionnaires were designed in simple and understandable language which all the respondents could read (see Appendix A).

3.6.2.2 Constructing the questions

The questionnaire contained clear instructions for completing the questions. The questions given were open-ended although they included questions that involved both fact and opinion. Questions were grouped according to the respondents. The rest of the questions were open-ended to cater for the respondents' opinions, experiences, attitudes and feelings. The purpose of the questions was therefore to determine the relationship between schools and the community. Fifty questions were structured to cover the important information pertaining to the research for each of the three

groups (see Appendix A). Some of the questions were to be answered by two groups (see Appendix B).

3.6.2.3 Pilot testing the questionnaire

After the final questionnaire was completed, a pilot test was conducted in line with suggestion by Cohen, Manion and Morrison, (2003).

The questionnaire was given to 10 respondents to check the clarity of the questionnaire items, instructions and layout to gain feedback on the validity of the questionnaire items, to eliminate ambiguities or difficulties in wording, to check the time taken to complete the questionnaire and to check whether the questionnaire was too long or too short. After the feedback minor changes were made. The pilot test indicated that the questionnaire could be completed within 30 minutes.

3.7 DATA PRESENTATION

The quantitative responses were captured by means of an SPSS statistical package. Graphs, tables and a wide range of statistics were produced through the analysis. Tables and graphs helped the researcher to make conclusion and arrived at recommendations. Well-constructed tables allowed the researcher to quickly and easily find and compare figures. The data was presented in Tables 1 – 38. The responses to Appendix B were recorded in writing.

3.8 DATA ANALYSIS AND INTERPRETATION

In this study the data analysis was done through both quantitative and qualitative approaches. In the quantitative approach questionnaires were used to collect the data. The questionnaires were administered to all three target groups. The interviews were used as qualitative techniques to collect the data.

The quantitative data was processed using the statistical package for the social sciences. The quantitative data analysis was broken down into consistent parts to obtain answers to the questions. The answers to the questions were indicated in the categories disagree, strongly

disagree, not sure, agree and strongly agree. Although the analysis of data did not give the answer to the problem, interpretations were done.

In the qualitative data analysis the interviews were used to collect the data. The data was analysed in a spiral way. The researcher collected and recorded the data, then managed, read, described, classified, interpreted and presented the data collected.

The data was grouped according to the questions. The analysis of data was done according to the interviewed groups. The responses of people were coded at different levels. People explored their perceptions of the role of the community in supporting schools in dealing with community-based problems. The analysis of data led to the construction of guidelines along which community-based problems could be dealt with. The unit of analysis was the Khakhu community educators and the learners from four different schools only. The validity and reliability of data was assured by comparing the responses from all groups: the community, the teaching staff and learners.

According to De Vos (2002) the purpose of analysis is to reduce data to an intelligible and interpretable form so that the relations of research problems could be studied, tested and conclusions drawn.

3.9 VALIDITY AND RELIABILITY IN THE RESEARCH PROCESS

In this research, different data sources and methods such as questionnaires and interviews with different individuals were utilised. Continuous reference to the literature study was done during various stages of the research process to ensure trustworthiness. Questionnaires were piloted with 10 respondents for reliability.

3.10 CONCLUSION

This chapter discussed questionnaires and interview techniques as methods to collect data. The data analysis process was reliable and authentic. This chapter indicated the sample of respondents to the questions. Through piloting the researcher was able to determine whether the questionnaires were clear and understandable. The chapter further provided a broad framework of data

generation, data analysis and data presentation. A description of the research findings is provided in Chapter 4. This is followed in greater detail by an analysis and discussion of the results and the interpretation of the findings. The data interpreted is presented in tables and figures.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

This chapter reports the presentation, analysis and interpretation of the collected data, as well as the findings of the fieldwork described in chapter 3. This includes the respondents' views. The responses from the various target groups are compared. Although the purpose of the study was stated in the first chapter, it is also indicated in this chapter. In chapter five the researcher will make recommendations based on the views given by the respondents

The data was collected from the sample selected from the Khakhu community in the Limpopo Province of South Africa and in four schools within this community. The sample was selected randomly. The data was collected through questionnaires and interviews. The responses of all the target groups were recorded in writing. The data collected will assist the researcher to come to conclusions and make recommendations on how the community could support schools in dealing with community-based problems.

4.2. SUMMARY

The purpose of the study was to determine ways and means in which the relationship between the community and the schools can be promoted in order to deal with community-based problems. The interviews were conducted with 20 members of the community, 12 educators and 80 learners within the Khakhu community. Questionnaires were given to the same three target groups. The interviewed groups and respondents to the questionnaires were selected randomly.

4.3 THE PURPOSE OF THE STUDY

The purpose of the study was to determine ways and means through which the relationship between the community and schools can be promoted in order to deal with community-based problems. Another purpose was to investigate how the community can support schools in dealing with community-based problems.

4.4 HOW THE STUDY WAS CONDUCTED

The data was collected from a sample selected from the Khakhu community as indicated in the summary (4.2). Of the respondents, 95% responded to all the questions. This is a more than adequate response to guarantee the validity of all the questions. The questionnaires given to respondents were distributed and collected by the researcher himself. The survey was conducted during May 2004 in the four schools and the community and the interviews were conducted during June 2004.

4.5 THE PRESENTATION, DISCUSSION AND ANALYSIS OF THE FINDINGS

In this research quantitative and qualitative methods were used. The questionnaires were completed by the respondents themselves. The results of the interviews conducted with the same three target groups were recorded in writing.

4.5.1 Findings of the quantitative research

The findings of the quantitative research are presented according to the questions as formulated in the questionnaire (see appendix A) and are reported according to the groups that responded to the questions.

4.5.1.1 Responses of learners and educators to questions that were similar for both groups

The responses of learners and educators on questions that were similar for both groups are discussed in sections (a) to (h) below.

(a) Drug abuse is a serious community-based problem

In general, the schools seemed to have problems which stemmed from the community itself. The purpose of this question was to determine the response of learners and educators if drug abuse is a serious community based problem. The results are presented in figure 1.

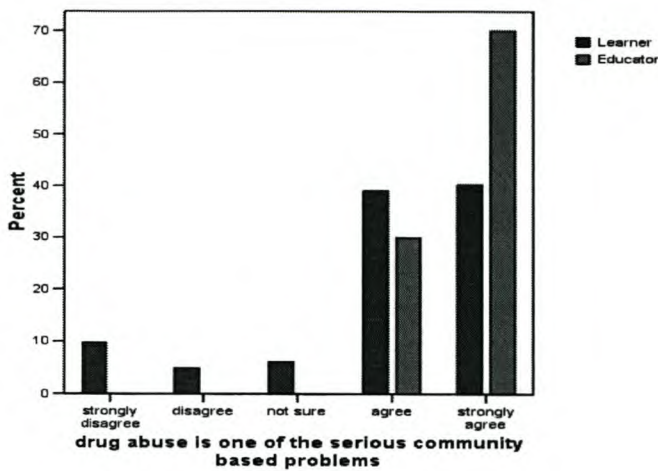


Figure 1. Responses from educators and learners to the question of drug abuse as one of the serious community-based problems

Ten per cent of the learners strongly disagreed that drug abuse was a serious community-based problem. Five per cent of the respondents disagreed with the statement. Above 6% of the respondents were not sure of their views. Thirty-nine per cent of the respondents agreed that drug abuse was a serious community-based problem. Forty per cent of the respondents strongly agreed with the statement. The majority of 79% of learners agreed that drug abuse was a serious community-based problem. The results indicate that learners regarded drug abuse as a serious community-based problem.

According to the educators' responses, 30% of the respondents agreed that drug abuse was a serious community-based problem. Seventy per cent of the respondents strongly agreed with the statement. One hundred per cent of respondents agreed that drug abuse was a serious community-based problem. The results indicate that according to the views of both the learners and the educators drug abuse was a serious community-based problem. The responses of 79% agreed of learners and 100% agreed of educators indicate that both groups regarded drug abuse as a serious community-based problem.

(b) It is rare to have drug abuse at school

It is impossible to know exactly where drug abuse takes place. The purpose of this question was to find out the views of learners and educators on drug abuse at school. The results are presented in table 1.

Table 1

It is rare to have drug abuse at school

Responses	Learners (%)	Educators (%)
Strongly disagree	17	10
Disagree	38	90
Not sure	17	0
Agree	15	0
Strongly agree	13	0
TOTAL	100	100

Seventeen per cent of learners strongly disagreed that it was rare to have drug abuse in schools. Thirty-eight per cent of respondents disagreed with the statement. Seventeen per cent of the respondents were not sure of their views. Fifteen per cent of respondents agreed with the statement. Thirteen per cent of the respondents strongly agreed that it was rare to have drug abuse at school. The majority (55%) of the respondents disagreed that it was rare to have drug abuse at school. The results indicate that according to the views of learners, drug abuse took place at school.

Ten per cent of educators strongly disagreed with the statement. Nineteen per cent of the respondents disagreed that it was rare to have drug abuse at school. One hundred per cent of the respondents disagreed with the statement. The results indicate that according to the views of educators drug abuse occurred even in schools.

The responses of 55% disagreed of learners and 100% disagreed of educators indicate that according to the views of both groups, drug abuse occurred even at school.

(c) Community members are drug dealers

Since drug dealers do not operate overtly, they generally remain anonymous. Innocent learners and educators usually do not know who the drug dealers in the community are. The purpose of

this question was to find out from both learners and educators who they thought the drug dealers were. The results are presented in table 2.

Table 2

Some community members are drug dealers

Responses	Learners (%)	Educators (%)
Strongly disagree	6	0
Disagree	18	20
Not sure	18	10
Agree	34	70
Strongly agree	24	0
TOTAL	100	100

Of the learners, 6% strongly disagreed that some community members were drug dealers. Eighteen per cent of the respondents disagreed with the statement. Eighteen per cent of the respondents were not sure of their views. Thirty-four per cent of the respondents agreed that some community members were drug dealers. Twenty-four per cent of the respondents strongly agreed with the statement. The majority (58%) of the respondents agreed that some community members were drug dealers. The results indicate that according to the views of the learners, some community members were drug dealers.

Of the educators, 20% disagreed that some community members were drug dealers. Ten per cent of the respondents were not sure of their views. Seventy per cent of the respondents agreed that some community members were drug dealers. The majority (70%) of respondents agreed that some community members were drug dealers. The results indicate that according to the views of educators, some community members were drug dealers.

The responses of 58% agreed of learners and 70% agreed of educators indicate that according to both groups, some community members were drug dealers.

(d) Drugs affect learners' academic performance

There was a belief amongst the learners that drugs could affect the learners' academic performance. The aim of this question was to determine the views of both learners and educators on this belief. The results are presented in table 3.

Table 3
Drugs affect learners' academic performance

Responses	Learners (%)	Educators (%)
Strongly disagree	6	10
Disagree	9	0
Not sure	14	0
Agree	27	30
Strongly agree	44	60
TOTAL	100	100

Six per cent of learners strongly disagreed that drugs affect learners' academic performance. Nine per cent of the respondents disagreed with the statement. Fourteen per cent of the respondents were not sure of their views. Twenty-seven per cent of the respondents agreed that drugs affected learners' academic performance. Forty-four per cent of the respondents strongly agreed with the statement. The majority (71%) of the respondents agreed that drugs affected learners' academic performance. The results indicate that according to the learners' views, drugs affected the learners' academic performance.

Of the educators, 60 % strongly agreed with the statement. Thirty per cent of the respondents strongly agreed that drugs affected the learners' academic performance. Ninety per cent of the respondents agreed that drugs affected the learners' academic performance. The results indicate that according to the views of educators, drugs affect the learners' academic performance.

The responses of 71% agreed of learners and 90% agreed of educators indicate that both groups held the view that drugs affected learners' academic performance.

(e) Drugs affect the health of a person

It is generally believed that drugs affect a person's health. The purpose of this question was to find out learners' and educators' views on this issue. The results are presented in table 4.

Table 4
Drugs affect the health of a person

Responses	Learners (%)	Educators (%)
Strongly disagree	7	0
Disagree	6	0
Not sure	8	0
Agree	37	30
Strongly agree	42	70
TOTAL	100	100

Seven per cent of the learners strongly disagreed that drugs affect the health of a person. Six per cent of the respondents disagreed with the statement. Eight per cent of the respondents were not sure of their views. Thirty-seven per cent of the respondents agreed with the statement. Forty-two per cent of the respondents strongly agreed that drugs affect the health of a person. The majority of 79% of the respondents agreed that drugs affect the health of a person. The results indicate that according to the views of learners, drugs affect the health of a person..

According to the educators' responses, 30% of the respondents agreed that drugs affect the health of a person. Seventy per cent of the respondents strongly agreed with the statement. Of the respondents, 100% agreed that drugs affect the health of a person. The results indicate that according to the views of educators, drugs affect the health of a person.

The responses of 79% agreed of learners and 100% agreed of educators indicate that according to both groups' views, drugs affect the health of a person.

(f) Drugs affect the social relationships of the learners

Generally, people seem to be unwilling to socialise with people who take drugs. The purpose of this question was to determine the learners' and educators' views on whether or not drugs affect social relationships. The results are presented in table 5.

Table 5
Drugs affect the social relationships of the learners

Responses	Learners (%)	Educators (%)
Strongly disagree	6	0
Disagree	9	0
Not sure	11	0
Agree	42	30
Strongly agree	32	70
TOTAL	100	100

Six per cent of the learners strongly disagreed that drugs affected the social relationships of learners. Nine per cent of the respondents disagreed with the statement. Eleven per cent of the respondents were not sure of their views. Forty-two per cent of the respondents agreed with the statement. Thirty-two per cent of the respondents strongly agreed that drugs affected the social relationships of learners. The majority (74%) of the respondents agreed that drugs affected learners' social relationships. The results indicate that according to the views of learners, drugs affected the social relationships of the learners.

According to the educators' responses, 30% of the respondents agreed with the statement. Seventy per cent of the respondents strongly agreed with the statement and 100% of the educators agreed with the statement. The results indicate that according to the views of educators, drugs affected the social relationships of the learners.

The responses of 74% agreed of learners and 100% agreed of educators indicate that according to the views of both groups, drugs affected the social relationships of the learners.

(g) Girls in high schools also take drugs

In the Khakhu area, most girls in high schools seemed to be taking drugs. The purpose of this question was to find out learners' and educators' views on whether girls in high schools take drugs. The results are presented in table 6.

Table 6
Girls in high schools also take drugs

Responses	Learners (%)	Educators (%)
Strongly disagree	17	20
Disagree	20	0
Not sure	22	0
Agree	23	70
Strongly agree	17	10
TOTAL	100	100

Seventeen per cent of learners strongly disagreed that girls in high schools also take drugs. Twenty per cent of the respondents disagreed with the statement. Twenty-two per cent of the respondents were not sure of their views. Twenty-three per cent of the respondents agreed that girls in high schools also take drugs. Seventeen per cent of the respondents strongly agreed with the statement. The results of the responses to this question (37% disagree, 22% not sure and 40% agree) do not indicate a clear-cut view as the responses are evenly split and there is no clear preference for or against the statement. It is, therefore, impossible to come to an interpretation of this finding or to come to any conclusion.

Twenty per cent of educators strongly disagreed that girls in high schools also take drugs. Seventy per cent of the respondents agreed that girls in high schools also take drugs. Ten per cent of the respondents strongly agreed with the statement. The majority (80%) of the respondents agreed with the statement. The results indicate that according to the views of educators, girls in high schools also take drugs.

Learners and educators have different views on this question. The learners' views are not clear-cut, while according to the educators girls in high schools also take drugs.

(h) Poverty affects the learners' academic achievement

Most people seem to believe that learners from poor families do not achieve as well as learners from rich families. The purpose of this question was to determine the learners' and educators' views on the academic achievement of learners from poor families. The results are presented in table 7.

Table 7
Poverty affects the learners’ academic achievement

Responses	Learners (%)	Educators (%)
Strongly disagree	21	10
Disagree	10	0
Not sure	11	0
Agree	26	30
Strongly agree	32	60
TOTAL	100	100

Of the learners, 21% strongly disagreed that poverty affects the learners’ academic achievement. Ten per cent of the respondents disagreed with the statement. Eleven per cent of the respondents were not sure of their views. Twenty-six per cent of the respondents agreed with the statement. Thirty-two per cent of the respondents strongly agreed that poverty affects learners’ academic achievement. The majority (58%) of learners agreed that poverty affects learners’ academic achievement. The results indicate that the learners were of the opinion that poverty affected the learners’ academic achievement.

Ten per cent of educators strongly disagreed with the statement. Thirty per cent of the respondents agreed that poverty affects learners’ academic achievement. Sixty per cent of the respondents strongly agreed with the statement. The majority (90%) of the respondents agreed with the statement. The results indicate that according to the views of educators, poverty affected the learners’ academic achievement.

The responses of 58% agreed of learners and 90% agreed of educators indicate that according to the views of both groups, poverty affected the learners’ academic achievement.

Besides the questions to both learners and educators, there were other questions to learners only.

4.5.1.2 Learners' responses to the questionnaires

(a) The school concentrates only on the intellectual development of learners

Most learners think that the school only concentrates on the intellectual development of learners. The purpose of this question was to find out the learners' views on whether the school concentrates only on the intellectual development of learners. The results are presented in table 8.

Table 8
The school concentrates only on the intellectual development of learners

Responses	Respondent: Learners (%)
Strongly disagree	13
Disagree	32
Not sure	13
Agree	33
Strongly agree	9
TOTAL	100

Of the respondents, 13% strongly disagreed that the school concentrated only on the intellectual development of learners. Thirty-two per cent of the respondents disagreed with the statement. Thirteen per cent of the respondents were not sure of their views. Thirty-three per cent of the respondents agreed that the school concentrated only on the intellectual development of learners. Nine per cent of the respondents strongly agreed with the statement. The results of the responses to this question (45% disagree, 13% not sure, 42% agree) do not indicate a clear-cut view, as the responses are evenly split and there is no clear preference for or against the statement. It is therefore impossible to come to an interpretation of this finding or to come to any conclusion.

(b) The school pays little attention to the physical growth of learners

Generally, most learners seem to think that the school paid little attention to their physical growth. The purpose of this question was to find out the learners' views on whether or not the school paid little attention to their physical growth. The results are presented in table 9.

Table 9

The school pays little attention to physical growth of learners

Responses	Respondents: Learners (%)
Strongly disagree	13
Disagree	28
Not sure	15
Agree	27
Strongly agree	16
TOTAL	100

Of the respondents, 13% strongly disagreed that the school paid little attention to the physical growth of learners. Twenty-eight per cent of the respondents disagreed with the statement. Fifteen per cent of the respondents were not sure of their views. Twenty-seven per cent of the respondents agreed that the school paid little attention to the physical growth of learners. Sixteen per cent of the respondents strongly agreed with the statement. The results of the responses to this question (41% disagree, 15% not sure, 43% agree) do not indicate a clear-cut view as the responses are evenly split and there is no clear preference for or against the statement. It is therefore, impossible to come to an interpretation of this finding or to come to any conclusion.

(c) The school has nothing to do with the behaviour of learners

Learners believed that the school had nothing to do with their behaviour. The aim of this question was to find out the learners' views on whether the school had nothing to do with their behaviour. The learners' views are presented in table 10.

Table 10

The school has nothing to do with the behaviour of learners

Responses	Respondents: Learners (%)
Strongly disagree	18
Disagree	37
Not sure	14
Agree	18
Strongly agree	12
TOTAL	100

Of the respondents, 18% strongly disagreed that the school had nothing to do with the behaviour of learners. Thirty-seven per cent of the respondents disagreed with the statement. Fourteen per cent of the respondents were not sure of their views. Eighteen per cent of the respondents agreed

with the statement. Twelve per cent of the respondents strongly agreed with the statement. The majority (55%) of the respondents disagreed that the school had nothing to do with the behaviour of learners. The results indicate that according to the views of learners, the school was concerned about the behaviour of learners.

(d) The school helps to develop the child in totality

Very few learners generally think that the school helps the child to develop in totality. The purpose of this question was to find out the learners' views on whether or not the school develops the child in totality. The results are presented in figure 2.

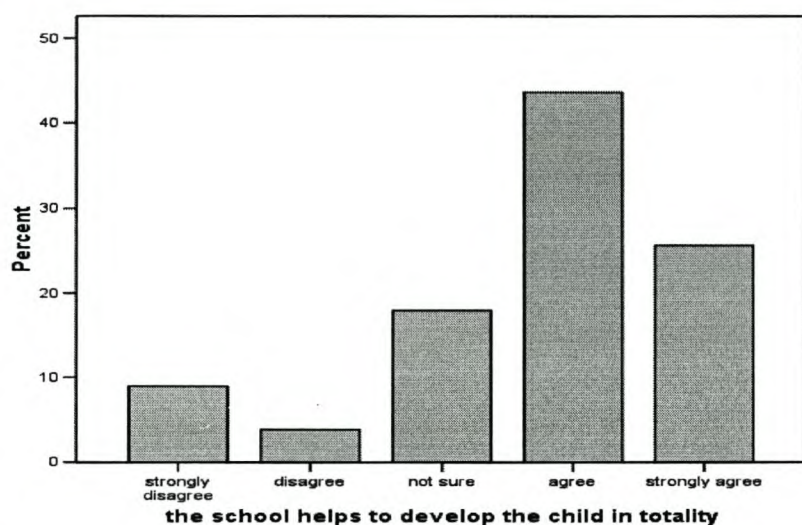


Figure 2:The school helps to develop the child in totality

Nine per cent of the respondents strongly disagreed that the school develops the child in totality. Four per cent of the respondents disagreed with the statement. Seventeen per cent of the respondents were not sure of their response. Forty-two per cent of the respondents agreed that the school helps to develop the child in totality. Twenty-four per cent of the respondents strongly agreed with the statement. The majority of 66% of the respondents agreed with the statement. The results indicate that according to the views of learners, the school helped to develop the child in totality.

(e) The school supplements the family education

Most learners think that education starts and ends at school. The purpose of this question was to find out the learners' views on whether or not the school supplements the family education. The results are presented in table 11.

Table 11
The school supplements the family education

Responses	Respondents: Learners (%)
Strongly disagree	9
Disagree	12
Not sure	25
Agree	42
Strongly agree	12
TOTAL	100

Nine per cent of the respondents strongly disagreed that the school supplements the family education. Twelve per cent of the respondents disagreed with the statement. Twenty-five per cent of the respondents were not sure how to respond to the question. Forty-two per cent of the respondents agreed that the school supplements family education. Twelve per cent of the respondents strongly agreed with the statement. The majority of 54% of the respondents agreed that the school supplements family education. The results indicate that according to the views of learners, the school supplemented the family education.

(f) The school helps to improve the life of learners

Most learners seemed to understand the importance of going to school. The objective of this question was to find out the views of learners on whether or not the school helps to improve the life of learners. The results are presented in table 12.

Table 12
The school helps to improve the life of learners

Responses	Respondents: Learners (%)
Strongly disagree	7
Disagree	7
Not sure	15
Agree	37
Strongly agree	34
TOTAL	100

Seven per cent of the respondents strongly disagreed that the school helps improve the life of learners. Seven per cent of the respondents disagreed with the statement. Fifteen per cent of the respondents were not sure of their response. Thirty-seven per cent of the respondents agreed with the statement. Thirty-four per cent of the respondents strongly agreed with the statement. The majority (71%) of the respondents agreed that the school helps improve the life of learners. The results indicate that according to the views of learners, the school helped to improve the life of learners.

(g) The school should have rules and regulations

Generally, most learners do not know the rules and regulations of their schools. The purpose of this question was to find out the views of learners regarding the existence of rules and regulations at school. The results are presented in table 13.

Table 13
The school should have rules and regulations

Responses	Respondent: Learners (%)
Strongly disagree	7
Disagree	7
Not sure	18
Agree	40
Strongly agree	28
TOTAL	100

Seven per cent of the respondents strongly disagreed that the school should have rules and regulations. Seven per cent of the respondents disagreed with the statement. Eighteen per cent of the respondents were not sure of their response. Forty per cent of the respondents agreed that the school should have rules and regulations. Twenty-eight per cent of the respondents strongly agreed with the statement. The majority (68%) of the respondents agreed that the school should have rules and regulations. The results indicate that according to the views of learners, the school should have rules and regulations.

Besides the questions to learners only, there were questions to both educators and community members.

4.5.1.3. Educators' and community members' responses to questionnaires

(a) The community should interfere in school affairs

In general, the school is an organisation which has its own ways of doing things. Most community members are afraid of getting involved in school matters. The purpose of this question was to find out the educators' and community's view on community interference in school affairs. The results are presented in table 14.

Table 14
The community should interfere in school affairs

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	60	29
Disagree	20	14
Not sure	0	0
Agree	20	33
Strongly agree	0	24
TOTAL	100	100

Of the educators, 60% strongly disagreed that the community should interfere in school affairs. Twenty per cent of the respondents disagreed with the statement. Twenty per cent of the respondents agreed that the community should interfere in school affairs. The majority (80%) of the respondents disagreed with the statement. The results indicated that according to the views of educators, the community should not interfere in school affairs. Twenty-nine per cent of the community members strongly disagreed that the community should interfere in school affairs. Fourteen per cent of the respondents disagreed with the statement. Thirty-three per cent of the respondents agreed that the community should interfere in school affairs. Twenty-four per cent of the respondents strongly agreed with the statement. The majority (57%) of the respondents agreed with the statement. The results indicate that according to the community members' views, the community should interfere in school affairs. The responses of 80% of educators and 57% of community members indicate that according to these groups' views, there is no clear answer as to whether or not the community should interfere in school affairs.

(b) The school should involve non-educators in its programmes

It seemed that educators did not need any assistance non-educators. In general, educators seemed to be well informed of everything that needed to be done in the school. The purpose of this question was to determine both the educators' and the community's views on collaboration with non-educators. The results are presented in table 15.

Table 15
The school should involve non-educators in its programmes

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	40	24
Disagree	50	29
Not sure	0	10
Agree	10	38
Strongly agree	0	0
TOTAL	100	100

Forty per cent of educators strongly disagreed that the school should involve non-educators in its programme. Fifty per cent of the respondents disagreed with the statement. Ten per cent of the respondents agreed with the statement. The majority (90%) of educators disagreed with the statement. The results indicate that according to the views of educators, the school should not involve non-educators in its programmes.

According to the community's response, 24% of the respondents strongly disagreed with the statement. Twenty-nine per cent of the respondents disagreed with the statement. Ten per cent of the respondents were not sure of their response. Thirty-eight per cent of the respondents agreed that the school should involve non-educators in its programme. The majority (53%) of the respondents disagreed with the statement. The results indicate that according to the views of community members, the school should not involve non-educators in its programmes.

The responses of 90% disagreed of educators and 53% disagreed of community members indicate that according to both groups' views, the school should not involve non-educators in its programmes.

(c) The school and the community are two independent structures or organisations

Generally, the school appears to be an independent structure or organisation. There seemed not to be a relationship between the community and the school. The purpose of this question was to find out the views of educators and community members on the relationship between the school and the community. The results are presented in figure 3.

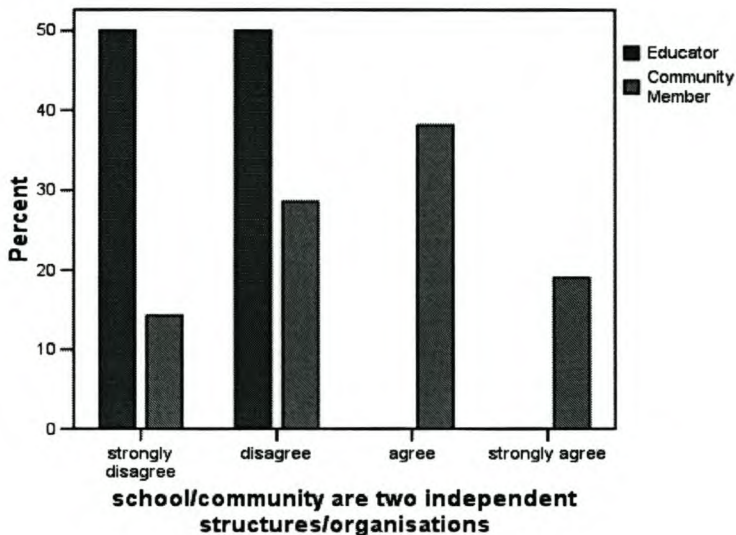


Figure 3 The school and the community are two independent structures or organisations

Of the educators, 50% strongly disagreed that the school and the community are two independent structures or organisations. Fifty per cent of the respondents agreed with the statement. The results of the responses to this question (50% disagreed, 50% agreed) do not indicate a clear-cut view, as the responses are evenly split and there is no clear preference for or against the statement. It is therefore impossible to come to an interpretation of this finding or to come to any conclusion.

Twenty-nine per cent of the community members disagreed with the statement. Thirty-eight per cent of the respondents agreed with the statement. Nineteen per cent of the respondents strongly agreed with the statement. The majority (57%) of the respondents agreed that the school and the community are two independent structures/organisations. The results indicate that according to the views of community members, the school and the community are two independent organisations.

Although the results according to the views of educators are not clear, according to the community members, the school and community are two independent organisations.

(d) Parents should visit schools only if invited

Generally, parents do not want to visit schools even though they have problems with their children. However, educators seem not to want them at school. The purpose of this question was to determine the views of both the educators and the community on visits by parents. The results are presented in table 16.

Table 16
Parents should visit schools only if invited

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	50	33
Disagree	40	24
Not sure	0	0
Agree	10	33
Strongly agree	0	10
TOTAL	100	100

Fifty per cent of educators strongly disagreed that parents should visit schools only if invited. Forty per cent of the respondents disagreed with the statement. Ten per cent of the respondents agreed with the statement. The majority (90%) of the respondents disagreed with the statement. Therefore, the results indicate that according to the views of educators, parents should visit schools even when they are not invited.

Of the community members, 33% strongly disagreed with the statement. Twenty-four per cent of the respondents disagreed with the statement. Thirty-three per cent of the respondents agreed with the statement. Ten per cent of the respondents strongly agreed that parents should visit schools only if invited. The majority of (57%) of the respondents disagreed with the statement. The results indicate that according to the views of community members, parents could visit schools whether they had been invited or not.

The responses of 90% disagreed of educators and 57% disagreed of community members indicate that according to the views of both groups, views, parents should visit schools even when they are not invited.

(e) Schools should provide the community with classrooms to use for its activities

Generally, it appears that most schools do not allow people to use their classrooms. It appears that no activities such as club meetings are allowed at schools after hours. The purpose of this question was to find out the views of educators and community members on the use of classrooms after school for meetings and other activities. The results are presented in table 17.

Table 17

The school should provide the community with classrooms to use for its activities

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	10	14
Disagree	50	19
Not sure	0	5
Agree	40	52
Strongly agree	0	10
TOTAL	100	1000

Ten per cent of educators strongly disagreed that the school should provide the community with classrooms to use. Fifty per cent of the respondents disagreed with the statement. Forty per cent of the respondents agreed with the statement. The majority (60%) of respondents disagreed with the statement. The results indicate that according to the views of educators, the school should not provide the community with classrooms to carry out its activities.

Fourteen per cent of the community members strongly disagreed with the statement. Nineteen per cent of the respondents disagreed with the statement. Five per cent of the respondents were not sure of their response. Fifty-two per cent of the respondents agreed with the statement. Ten per cent of the respondents strongly agreed with the statement. The majority (62%) of the respondents agreed with the statement. The results indicate that according to the views of the community members, the school should provide them with classrooms to carry out their activities.

The responses of 60% disagreed of educators and 62% agreed of community members indicate that according to the views of these groups, there is a conflict of views. Community members

want to be provided with classrooms to carry out their activities, while educators do not want to provide classrooms.

(f) The school should encourage adult basic education and training (ABET)

In most communities, adult basic education and training seem to have no relationship with schools. The schools seem to have no interest in adult basic education and training. The purpose of this question was to find out the views of educators and the community on the relationship between the school and ABET. The results are presented in table 18.

Table 18
The school should encourage adult basic education and training (ABET)

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	10	0
Disagree	0	5
Not sure	0	9
Agree	30	48
Strongly agree	60	38
TOTAL	100	100

Ten per cent of the educators strongly disagreed that the school should encourage adult basic education and training. Thirty per cent of the respondents agreed with the statement. Sixty per cent of the respondents strongly agreed with the statement. The majority (90%) of the respondents agreed with the statement. The results of the responses indicate that according to the views of educators, the school should encourage adult basic education and training (ABET).

Five per cent of the community members disagreed with the statement. Nine per cent of the respondents were not sure of their response. Forty-eight per cent of the respondents agreed with the statement. Thirty-eight per cent of the respondents strongly agreed with the statement. The majority (86%) of the respondents agreed that the school should encourage adult basic education and training. The results of the responses indicate that according to the views of community members, the school should encourage adult basic education and training. The responses of 90% agreed of educators and 86% agreed of community members indicate that according to the views of both groups, the school should encourage adult basic education and training (ABET)

(g) The School Governing Body should consist only of people who can read and write

Generally, there seems to be no room in the school governing body for people who cannot read and write. The purpose of this question was to find out educators' and community members' views on the membership of those people who cannot read and write in the school governing body. The results are presented in table 19.

Table 19

The school governing body should only consist of people who can read and write

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	40	24
Disagree	40	43
Not sure	0	9
Agree	20	14
Strongly agree	0	10
TOTAL	100	100

Forty per cent of educators strongly disagreed that the school governing body should only consist of people who can read and write. Forty per cent of the respondents disagreed with the statement. Twenty per cent of the respondents agreed with the statement. The majority (80%) of the respondents disagreed with the statement. The results indicate that according to the views of educators, the school governing body should not consist only of people who can read and write.

Twenty-four per cent of the community members strongly disagreed with the statement. Forty-three per cent of the respondents disagreed with the statement. Nine per cent of the respondents were not sure of their views. Fourteen per cent of the respondents agreed with the statement. Ten per cent of the respondents strongly agreed with the statement. The majority (67%) of the respondents disagreed with the statement. The results indicate that according to the views of community members, the school governing body should not consist only of people who can read and write.

The responses of 80% disagreed of educators and 67% disagreed of community members indicate that according to the views of both groups, the school governing body should not consist only of people who can read and write.

(h) The school should always keep in touch with the community

Most schools appear not to inform the community about developments taking place at the school. The general attitude seemed to be that developments taking place at the school should be known by the education department only. The purpose of this question was to find out the views of educators and community members on the relationship between the school and the community. The results are presented in table 20.

Table 20
The school should always keep in touch with the community

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	0	10
Disagree	0	0
Not sure	10	14
Agree	50	33
Strongly agree	40	43
TOTAL	100	100

Ten per cent of the educators were not sure of their views. Fifty per cent of the respondents agreed that the school should always keep in touch with the community. Forty per cent of the respondents strongly agreed with the statement. The majority (90%) agreed with the statement. The results of the response indicate that according to the views of educators, the school should always keep in touch with the community. Ten per cent of the community members strongly disagreed with the statement. Fourteen per cent of the respondents were not sure of their response. Thirty three per cent of the respondents agreed with the statement. Forty three per cent of the respondents strongly agreed that the school should always keep in touch with the community. The majority of 76 % of the respondents agreed with the statement. The results of the response indicate that according to the views of community members, the school should always keep in touch with the community.

The responses of 90% agreed of educators and 76% agreed of community members indicate that according to the views of both groups, the school should always keep in touch with the community.

(i) No traditional dances should be practised in schools

Generally, most people seemed to think that the school is for teaching and learning only. Some of the educators seemed not to know that traditional dances help to enculturate the learners. The purpose of this question was to find out educators' and community members' views on whether or not traditional dances can be practised at school. The results are presented in table 21.

Table 21
No traditional dances should be practised in schools

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	60	48
Disagree	30	29
Not sure	10	13
Agree	0	5
Strongly agree	0	5
TOTAL	100	100

Sixty per cent of the educators strongly disagreed that no traditional dances should be practised in schools. Thirty per cent of the respondents disagreed with the statement. Ten per cent of the respondents were not sure of their views. The majority (90%) of the respondents disagreed with the statement. The results indicate that according to the views of educators, traditional dances should be practised in schools.

Forty-eight per cent of the community members strongly disagreed with the statement. Twenty-nine per cent of the respondents disagreed with the statement. Thirteen per cent of the respondents were not sure of their response. Five per cent of the respondents agreed with the statement. Five per cent of the respondents strongly agreed with the statement. The majority (77%) of the respondents disagreed with the statement. The results indicate that according to the views of community members, traditional dances should be practised in schools.

The responses of 90% disagreed educators and 77% disagreed community members indicate that according to the views of both groups, traditional dances should be practised at school.

(j) Only communities in towns and cities should participate in school affairs

Most people in rural areas seemed to be reluctant to participate in school affairs. They appear not to be accommodated in schools. The purpose of this question was to determine the educators' and community members' views on the participation in school affairs by the community. The results are presented in table 22.

Table 22
Only communities in towns and cities should participate in school affairs

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	80	57
Disagree	10	29
Not sure	10	9
Agree	0	5
Strongly agree	0	0
TOTAL	100	100

Eighty per cent of the educators strongly disagreed with the statement. Ten per cent of the respondents disagreed with the statement. Ten per cent of the respondents were not sure of their views. The majority (90%) of the respondents disagreed with the point that only communities in towns and cities should participate in school affairs. The results of the educators' response indicate that all communities should participate in school affairs and not only communities in towns and cities.

Fifty-seven per cent of the community members strongly disagreed with the statement. Twenty-nine per cent of the respondents disagreed with the statement. Nine per cent of the respondents were not sure of their views. Five per cent of the respondents agreed with the statement. The majority (86%) disagreed with the statement. The results of the community members' response indicate that they felt that communities in rural areas should participate in school affairs and not only communities in towns and cities.

The responses of 90% disagreed of educators and 86% disagreed of community members indicate that according to the views of both groups, all communities should participate in school affairs irrespective of their location.

(k) The community should help a school in drafting the school policy

In general, most community members seemed dissatisfied with the way in which learners are handled in most schools. The purpose of this question was to find out the educators' and community members' views on the drafting of the school policy. The results are presented in table 23.

Table 23

The community should help a school in drafting the school policy

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	0	5
Disagree	10	14
Not sure	0	19
Agree	70	33
Strongly agree	20	29
TOTAL	100	100

Ten per cent of the educators disagreed that the community should help a school in drafting the school policy. Seventy per cent of the respondents agreed with the statement. Twenty per cent of the respondents strongly agreed with the statement. The majority (90%) of the respondents agreed that the community should help a school in drafting the school policy. The results of the educators' response indicate their view that the community should help a school in drafting the school policy.

Five per cent of the community members strongly disagreed with the statement. Fourteen per cent of the respondents disagreed that the community should help a school in drafting the school policy. Nineteen per cent of the respondents were not sure of their response. Thirty-three per cent of the respondents agreed with the statement. Twenty-nine per cent of the respondents strongly agreed with the statement. The majority (62%) of the respondents agreed with the statement. The results of the community members' response indicate that the community should help a school in drafting the school policy.

The responses of 90% agreed of educators and 62% agreed of community members indicate that according to the views of both groups, the community should help a school in drafting the school policy.

(l) The community should help a school in fundraising

It appeared as if the community was reluctant to help a school in fundraising. The purpose of this question was to find out views of educators and community members on fundraising. The results are presented in table 24.

Table 24
The community should help a school in fundraising

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	0	0
Disagree	0	5
Not sure	0	14
Agree	50	38
Strongly agree	50	43
TOTAL	100	100

Fifty per cent of the educators agreed that the community should help a school in fundraising. Fifty per cent of the respondents strongly agreed with the statement. One hundred per cent of the respondents agreed with the statement. The results of the educators' views indicate that the community should help a school in fundraising.

Five per cent of the community members disagreed with the statement. Fourteen per cent of the respondents were not sure of their views. Thirty-eight per cent of the respondents agreed that the community should help a school in fundraising. Forty-three per cent of the respondents strongly agreed with the statement. The majority (81%) of the respondents agreed with the statement. The results of the community members' response indicate that the community should help a school in fundraising.

The responses of 100% agreed of educators and 81% agreed of community members indicate that according to the views of both groups, the community should help a school in fundraising.

(m) The community should take care of school buildings

Most schools in the community have neither fences nor windows. The community appears not to be taking care of the school buildings. The purpose of this question was to find out the educators'

and community's views on who should take care of the school buildings. The results are presented in table 25.

Table 25
The community should take care of the school buildings

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	80	24
Disagree	20	5
Not sure	0	19
Agree	0	19
Strongly agree	0	33
TOTAL	100	100

Eighty per cent of educators strongly disagreed that the community should take care of school buildings. Twenty per cent of respondents disagreed with the statement. Therefore, one hundred per cent of the respondents disagreed with the statement. The results of the educators' responses indicate that the community felt they should not take care of school buildings. Twenty-four per cent of community members strongly disagreed with the statement. Five per cent of the respondents disagreed that the community should take care of the school buildings. Nineteen per cent of the respondents were not sure of their response. Nineteen per cent of the respondents agreed with the statement. Thirty three per cent of the respondents strongly agreed with the statement. The majority (52%) of the respondents agreed with the statement. The results of the community members' response to the question indicate that the community should take care of the school buildings.

(n) The community is a security guard of the school

Although schools are part of the community it seems as if the community does not want to share the school's responsibilities, particularly if this involves nocturnal security activities. The purpose of this question was to determine the educators' and community's' views on their role regarding the safety of the school. The results are presented in table 26.

Table 26
The community is a security guard of the school

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	0	5
Disagree	0	0
Not sure	0	24
Agree	50	33
Strongly agree	50	38
TOTAL	100	100

Fifty per cent of educators agreed with the statement. Fifty per cent of the respondents strongly agreed with the statement above. Therefore, one hundred per cent of the respondents agreed with the statement. The results of the educators' views indicate that they believed that the community should become responsible for the safety and security of the school, especially at night.

Five per cent of the community members strongly disagreed with the statement. Twenty-four per cent of the respondents were not sure of their response. Thirty-three per cent of the respondents agreed with the statement. Thirty-eight per cent of the respondents strongly agreed with the statement. The majority (71%) of the respondents agreed that the community should contribute to the security of the school especially at night. The results of the community members' views indicate that they felt that the community should become responsible for the school, especially at night.

The responses of 100% agreed of educators and 71% agreed of community members indicate that both groups were of the view that the community should become responsible for the school.

(o) The community could amend the school rules

It seemed that most community members were not satisfied with some of the school rules. The purpose of this question was to determine educators' and community members' views on whether or not the community could amend the school rules. The results are presented in table 27.

Table 27
The community could amend the school rules

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	10	24
Disagree	10	14
Not sure	0	14
Agree	70	19
Strongly agree	10	29
TOTAL	100	100

Ten per cent of the educators strongly disagreed that the community could amend the school rules. Ten per cent of the respondents disagreed with the statement. Seventy per cent of the respondents agreed with the statement. Ten per cent of the respondents strongly agreed with the statement. The majority (80%) of the respondents agreed with the statement. The results of the educators' views indicate that the community could amend the school rules.

Twenty-four per cent of the community members strongly disagreed with the statement. Fourteen per cent of the respondents disagreed that the community could amend the school rules. Fourteen per cent of the respondents were not sure of their views. Nineteen per cent of the respondents agreed with the statement. Twenty-nine per cent of the respondents strongly agreed with the statement. The results of the responses to this question (38% disagree, 14% not sure and 48 % agree) do not indicate a clear-cut view, as the responses are evenly split and there is no clear preference for or against the statement. It is therefore impossible to come to an interpretation of this finding or to come to any conclusion.

The responses of 80% agreed of educators and the responses of community members which do not show a clear-cut view indicate that the results of these groups' views do not present a clear-cut view on whether or not the community could amend the school rules.

(p) The community should help the school in dealing with community-based problems

Generally, the community seemed to see the problems experienced by the school as school problems only. The purpose of this question was to find out the educators' and community members' views on whether or not the community should help the school in dealing with community-based problems. The results are presented in table 28.

Table 28

The community should help the school in dealing with community-based problems.

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	0	0
Disagree	0	5
Not sure	0	22
Agree	50	33
Strongly agree	50	40
TOTAL	100	100

Fifty per cent of educators agreed that the community should help the school in dealing with community-based problems. Fifty per cent of the respondents strongly agreed with the statement.

One hundred per cent of the respondents agreed with the statement. The results of the respondents' views indicate that they feel the community should help the school in dealing with community-based problems.

Five per cent of the community members disagreed with the statement. Twenty-two per cent of the respondents were not sure of their response. Thirty-three per cent of the respondents agreed with the statement. Forty per cent of the respondents strongly agreed with the statement. The majority (73%) of the respondents agreed with the statement. The results of the response to the question indicate that the community believed they should help the school in dealing with community-based problems.

The responses of 100% agreed of educators and 73% agreed of community members indicate that according to the views of both groups, the community should help the school in dealing with community-based problems.

(q) The community should promote its relationship with the school

Most community members seemed to be indifferent to the school's activities. Some did not even know in which the classes their children were. The purpose of this question was to find out the educators' and the community members' views on the relationship between the school and the community. The results are presented in table 29.

Table 29
The community should promote its relationship with the school

Respondents Responses	Educators (%)	Community (%)
Strongly disagree	0	10
Disagree	0	14
Not sure	0	19
Agree	50	43
Strongly agree	50	14
TOTAL	100	100

Fifty per cent of the educators agreed that the community should promote its relationship with the school. Fifty per cent of the respondents strongly agreed with the statement. Therefore, one hundred per cent of the respondents agreed with the statement. The results of the respondents' views indicate that they felt that the community should promote its relationship with the school.

Ten per cent of community members strongly disagreed with the statement. Fourteen per cent of the respondents disagreed with the statement. Nineteen per cent of the respondents were not sure of their response. Forty-three per cent of the respondents agreed with the statement. Fourteen percent of the respondents strongly agreed that the community should promote its relationship with the school. The majority (57%) of the respondents agreed with the statement. The results of the respondents' views indicate that the community felt they should promote their relationship with the school.

Besides the questions to both educators and community members, there were questions to community members only.

4.5.1.4 The community's responses to questionnaires

➤ 4.5.1.4.(a) Community education is important in the community

In the Khakhu area, community members seemed to be reluctant to involve themselves in learning. The purpose of this question was to determine the views of community members regarding the importance of community education. The results are presented in table 30.

Table 30
Community education is important in the community

Responses	Respondents: Community (%)
Strongly disagree	5
Disagree	0
Not sure	18
Agree	48
Strongly agree	29
TOTAL	100

Five per cent of the respondents strongly disagreed that community education is important in the community. Eighteen per cent of the respondents were not sure of their views. Forty-eight per cent of the respondents agreed with the statement. Twenty-nine per cent of the respondents strongly agreed with the statement. The majority (77%) of the respondents agreed with the statement. The results of the respondents' views indicate that the community was ready to learn and that community education was important in the community.

➤ 4.5.1.4.(b) Community education improves the quality of life

On looking at poverty in the community in general, one is aware that community members do not know how to improve their lives. The purpose of this question was to determine whether community members were aware that community education could contribute to the improvement of their quality of life. The results are presented in table 31.

Table 31
Community education improves the quality of life

Responses	Respondents: Community (%)
Strongly disagree	0
Disagree	5
Not sure	23
Agree	29
Strongly agree	43
TOTAL	100

Five per cent of the respondents disagreed that community education improves the quality of life. Twenty-three per cent of the respondents were not sure of their views. Twenty-nine per cent of the respondents agreed with the statement. Forty-three per cent of the respondents strongly agreed

with the statement. The majority (72%) of the respondents agreed with the statement. The results of the respondents' views indicate that the respondents were aware that community education could contribute to the improvement of the quality of life.

➤ 4.5.1.4.(c) Community education helps only people qualified for their job

In general, community members seemed ignorant of who should participate in community education. The purpose of this question was to find out whether the community members knew who should participate in community education. The results are presented in table 32.

Table 32
Community education helps only people qualified for their jobs

Responses	Respondents: Community (%)
Strongly disagree	24
Disagree	43
Not sure	28
Agree	5
Strongly agree	0
TOTAL	100

Twenty-four per cent of the respondents strongly disagreed with the statement. Forty-three per cent of the respondents disagreed with the statement. Twenty-eight per cent of the respondents were not sure of their response. Five per cent of the respondents agreed with the statement. The majority (67%) of the respondents disagreed that community education helps only people qualified for their job. The results of the respondents' views indicate that the community knew that everybody could be involved in and benefit from community education.

➤ 4.5.1.4.(d) Community education only helps people who do not have qualifications

If one could make one's own conclusion, one would conclude that the community members consider community education to be for those who do not have qualifications. The purpose of this question was to find out if the community is aware that even those who are qualified for their job could participate in community education. The results are presented in table 33.

Table 33
Community education only helps people who do not have qualifications

Responses	Respondents: Community (%)
Strongly disagree	19
Disagree	52
Not sure	19
Agree	10
Strongly agree	0
TOTAL	100

Nineteen per cent of the respondents strongly disagreed that community education only helps people who do not have qualifications. Fifty-two per cent of the respondents disagreed with the statement. Nineteen per cent of the respondents were not sure of their response. Ten per cent of the respondents agreed with the statement. The majority (71%) of the respondents disagreed with the statement. The results of the respondents' views indicate that everybody – even those who already had qualifications – could benefit from community education.

➤ 4.5.1.4.(e) Community education benefits only the young people

In general, the Khakhu community seemed to take it for granted that community education helps only those in a particular age group. The purpose of this question was to find out the responses from the community on who benefits from community education. The results are presented in table 34.

Table 34
Community education benefits only the young people

Responses	Respondents: Community (%)
Strongly disagree	24
Disagree	43
Not sure	23
Agree	5
Strongly agree	5
TOTAL	100

Twenty-four per cent of the respondents strongly disagreed with the statement. Forty-three per cent of the respondents disagreed with the statement. Twenty-three per cent of the respondents were not sure of their response. Five per cent of the respondents agreed with the statement. Five per cent of the respondents strongly agreed with the statement. The majority (67%) disagreed with

the statement. The results of the respondents' views indicate that they felt that community education could help everybody.

➤ 4.5.1.4.(f) Community education benefits only people in rural areas

Generally, people think that community education is only important in rural areas. The purpose of this question was to find out the views of the community on whether or not community education is only important in rural areas. The results are presented in table 35.

Table 35
Community education benefits only people in rural areas.

Responses	Respondents: Community (%)
Strongly disagree	48
Disagree	28
Not sure	19
Agree	0
Strongly agree	5
TOTAL	100

Forty-eight per cent of the respondents strongly disagreed with the statement. Twenty-eight per cent of the respondents disagreed with the statement. Nineteen per cent of the respondents were not sure of their views. Five per cent of the respondents strongly agreed with the statement. The majority (76%) of the respondents disagreed with the statement. The results of the respondents' views indicate that the respondents knew that everybody could benefit from community education irrespective of their location.

➤ 4.5.1.4.(g) Community education benefits only people in urban areas

In general people think that community education is not important in urban areas. The purpose of this question was to find out the community's views on whether or not community education is only important in urban areas. The results are presented in table 36.

Table 36
Community education benefits only people in urban areas

Responses	Respondents: Community (%)
Strongly disagree	14
Disagree	52
Not sure	24
Agree	5
Strongly agree	5
TOTAL	100

Fourteen per cent of the respondents strongly disagreed that only people in urban areas benefit from community education. Fifty-two per cent of the respondents disagreed with the statement. Twenty-four per cent of the respondents were not sure of their response. Five per cent of the respondents agreed with the statement. Five per cent of the respondents strongly agreed with the statement. The majority (66%) of the respondents disagreed with the statement. The results of the respondents' views indicate that they believed that people from both rural and urban areas benefited from community education.

➤ 4.5.1.4.(h) Community education helps people to contribute to the creation of jobs

It appears that community members by and large do not know that community education could help them contribute to the creation of jobs. The purpose of this question was to determine the community's views on the contribution of community education to the creation of jobs. The results are presented in table 37.

Table 37
Community education helps people to contribute to the creation of jobs

Responses	Respondents: Community (%)
Strongly disagree	0
Disagree	5
Not sure	28
Agree	43
Strongly agree	24
TOTAL	100

Five per cent of the respondents disagreed with the statement. Twenty-eight per cent of the respondents were not sure of their views. Forty-three per cent of the respondents agreed with the

statement. Twenty-four per cent of the respondents strongly agreed with the statement. The majority (67%) of the respondents agreed with the statement. The results of the responses indicate that the respondents believed that community education helped people to contribute to the creation of jobs.

➤ 4.5.1.4.(i) Community education helps people to acquire new skills for their jobs

Generally, people in the Khakhu community, especially those who are employed, seemed to ignore community education. The purpose of this question was to find out the community's views on whether or not community education could help them acquire new skills for their jobs. The results are presented in table 38.

Table 38
Community education helps people to acquire new skills for their jobs

Responses	Respondents: Community (%)
Strongly disagree	0
Disagree	0
Not sure	24
Agree	57
Strongly agree	19
TOTAL	100

Twenty-four per cent of the respondents were not sure of their views. Fifty-seven per cent of the respondents agreed with the statement. Nineteen per cent of the respondents strongly agreed with the statement. The majority (76%) of the respondents agreed that community education helps people acquire new skills for their jobs. The results of the respondents' views indicate that the respondents believed that community education helped people to acquire new skills for their jobs.

4.5.2 Results of the qualitative research

The results of the qualitative research are the responses to the interviews conducted with the learners, educators and community members. The interviews were conducted at different places.

4.5.2.1 Learners' responses to interviews

The learners were interviewed at their own schools. Their responses were recorded in writing by the researcher. The responses to each of the interview questions are provided below and are analysed and interpreted.

➤ 4.5.2.1.(a) For the improvement of education at our schools, drugs should be legalised

Generally, learners appear to be more interested in drugs than in studying at school. The purpose of this question was to find out the learners' views on the use of drugs in schools.

The learners indicated that drugs should not be legalised because they promote crime in the community and in schools. Drugs should not be legalised because there would be no discipline in schools. They indicated that drugs damage one's health. The results of this question indicate that according to the views of learners drugs should not be allowed at school.

➤ 4.5.2.1.(b) One who takes drugs can hardly be accepted by her/his group

In the Khakhu area, most learners who take drugs do not want to be with other learners. The purpose of this question was to find out the learners' views on the acceptance of drug abuse.

The learners indicated that one who takes drugs would not be accepted by her/his peer group because they would not want to be influenced. One of the learners indicated that one who takes drugs is warmly welcomed by her/his group because they all feel they are dangerous to the community. The learners indicated that one who takes drugs cannot be accepted by her/his group because he/she is a criminal. The results of the responses indicate that one who takes drugs can be accepted only by her/his peer group.

➤ 4.5.2.1.(c) Drug education should be introduced in our schools

Generally learners appeared to be unaware of the effects of drugs and of which are the most dangerous drugs. The purpose of this question was to find out the learners' views on drug education. The learners gave different responses to this question. Some of the learners indicated that drug education should not be introduced in schools because this could disturb the whole school. Another group of learners indicated that drug education should be introduced in schools because learners would know the effects of drugs and they would also know the types of drugs.

The results of this response did not indicate if drug education should be introduced in our schools or not.

➤ 4.5.2.1.(d) Democracy seems to have promoted drug abuse in schools

Generally, it seems that learners misunderstand the word *democracy* because since democracy has been instituted, it seems that learners are no longer selective about good and bad things. The purpose of this question was to find out learners' understanding of the word democracy and to determine whether they know what is expected of them.

Learners indicated that they were free to do whatever they liked in a democratic country. They indicated that they thought drug abuse was one of the human rights indicated by the Bill of Rights. Another group of respondents indicated that democracy and drug abuse never influence each other. The results of this question indicated that some learners do not understand the meaning of democracy while other learners do.

➤ 4.5.2.1.(e) Children from poor families are likely to take drugs

There appears to be confusion amongst learners whether children from poor families or from rich families are more apt to take drugs. The purpose of this question was to find out learners' views on who is likely to take drugs.

Learners provided different responses to this question. Some learners said that learners from poor families were likely to take drugs in order to console themselves and to forget their problems. They even prostituted themselves to get money. Another group responded that learners from poor families were not likely to take drugs because they did not have money to buy them. Their view was that learners who took drugs were from rich families because they always had enough pocket money when they came to school. The results of the responses to this question do not indicate a clear-cut view as the responses are evenly split and there was no clear preference for or against the statement. It is, therefore, impossible to come to an interpretation of this finding or to come to any conclusion.

➤ 4.5.2.1.(f) Drug taking seems to be serious in secondary schools

Generally, most learners in secondary schools seem to be taking drugs. The purpose of this question was to find out the learners' views on whether or not drug taking took place amongst learners in secondary school.

According to the learners' views, most learners in secondary school abuse drugs because they claim to be adults. They want to do what adults do. Some of them claim to know the effect of drugs. The results of the responses indicate that drug taking is serious in secondary schools. These results agree with the responses to the question in the questionnaires in 4.5.1.1.b.

➤ 4.5.2.1.(g) What should learners do to reduce the use of drugs in school?

Generally, learners seem to be the only group of people who could reduce the use of drugs at school. The purpose of this question was to find out the learners' views on how the use of drugs at school could be reduced.

Learners indicated different ways of reducing the use of drugs at school. They said that the police should be asked to monitor their schools. They should advise one another on the effects of drugs. They stated that they needed support from parents and teachers. The response to this question indicated that learners could help in reducing the use of drugs at school.

➤ 4.5.2.1 (h) What should learners do to alleviate poverty at school?

Most schools in the Khakhu community appear to be poor. Some of them seem to have no equipment to use; neither in offices nor in classrooms. The purpose of this question was to find out learners' views on what they could do to alleviate poverty in their schools. Learners indicated that principals and church ministers should organise fundraising activities. Principals should also ask for donations from non-governmental organisations (NGOs). The results of this question indicate that learners cannot contribute to the alleviation of poverty in schools.

4.5.2.2 Educators' responses to the interviews

The educators were interviewed at their schools. The educators' responses were recorded in writing by the researcher. The responses are provided to each of the interview questions and are analysed and interpreted.

➤ 4.5.2.2.(a) Is drug abuse a school problem?

It appears as if all schools are experiencing drug abuse. The purpose of this question was to find out educators' views on drug abuse at school.

Educators gave different views regarding drugs as a school problem. One group indicated that drug abuse was a school problem. Some educators said that drug abuse was a community problem. Most educators were of the opinion that drug abuse was both a school and a community problem. The response to this question indicated that drug abuse was both a school and a community problem. The results confirm the findings of the questionnaires as reported in 4.5.1.1 (d).

➤ 4.5.2.2.(b) Is there any relationship between drug taking and poverty?

It appears as if drug taking is related to family status. Some would say drugs are taken in poor families while others say drugs are taken in rich families. The purpose of this question was to find out educators' views on who takes drugs. Educators said that children from poor families were likely to take drugs. They stated that children used the money they get from temporary jobs to buy drugs. According to educators, children took drugs due to a lack of parental guidance. It was believed that most children from poor families used drugs in order to socialise. The response to this question indicated that there is no relationship between drugs and poverty. The results confirm the findings of the learners' response in (4.5.2.1.e).

➤ 4.5.2.2.(c) What should educators do to counteract the use of drugs?

Educators are working in a situation which is totally affected by drug abuse. Most learners appear to be taking drugs every day. The purpose of this question was to find out educators' views on what educators can do to alleviate the use of drugs.

Educators said that in order to deal with drugs, drug education should be introduced in schools. Educators should keep on advising the learners on the effects of drugs. The need for drug education to be introduced at school was stated by all educators. They indicated that they could counteract the use of drugs at school provided they were supported by civic groups and other professionals such as social workers and police. The results confirm the findings of the learners' response as reported in 4.5.2.1.(g)

➤ 4.5.2.2.(d) Is it fair for the community to get involved in school affairs?

Most educators seemed not to need community members at school. Educators seemed to ignore the parents of their learners. The purpose of this question was to find out the educators' views on community involvement in school affairs.

The respondents said that members of the community were welcome to visit the school when invited by the principal. The responses to this question showed that educators felt that community members could visit schools only if invited by the principal. These results confirm the findings of the questionnaires as reported in 4.5.1.3.(a)

4.5.2.3 The community members' responses to interviews

The community members were interviewed individually. The respondents' views were recorded in writing by the researcher. The responses to each of the interview questions are provided, analysed and interpreted.

➤ 4.5.2.3.(a) What do you think could be done to alleviate poverty in our schools?

Most schools appeared to be running short of essential resources. The purpose of this question was to find out the views of the community members on what could be done to alleviate poverty in our schools.

The respondents indicated that poverty at school could be alleviated by schools asking for donations of money from NGOs. Some respondents stated that poverty could be alleviated by motivating learners to study hard to improve the school results. Improving results could attract sponsorships. The response to this question showed that it was felt that the community alone could not alleviate poverty at school but needed to collaborate with the school.

➤ 4.5.2.3.(b) What should the police do to counteract drug abuse in schools?

Educators alone appeared to be unable to counteract the use of drugs in schools. The police could help the educators. The purpose of this question was to find out the community members' views on how the police could counteract the use of drugs in schools.

The respondents said that the community policing forum should be introduced in all communities to help schools in dealing with drug abuse. The community policing forum should also include the youth. The respondents stated that the police should create a good relationship with schools. The results of this question showed that the community want a working relationship to be established between the police and the schools.

➤ 4.5.2.3 (c) What should doctors do to counteract the use of drugs in schools?

The doctors seem to be the most knowledgeable people about drugs. Doctors are professional people with busy schedules and it would not be possible for them to visit schools. The purpose of this question was to determine the community members' views on the contribution doctors could make to help counteract the use of drugs at school.

The respondents said that doctors should visit schools if possible. They stated that doctors should organise awareness programmes in order to counteract the abuse of drugs in schools. The respondents stated that pamphlets explaining the effects of drugs should be given to secondary school learners to read on their own. The responses to this question showed that the community needed the school to be visited by doctors from time to time.

4.6 SUMMARY OF THE FINDINGS FROM THE INTERVIEWS

The responses of all target groups were analysed and interpreted according to the questions.

4.6.1 Learners' findings from the interviews

The respondents indicated that drugs should not be legalised because this would lead to a total collapse of discipline in schools. They could not say whether learners from poor families were more involved in taking drugs than learners from rich families. The respondents indicated that learners from both poor and rich families took drugs (see 4.5.2.1.a and 4.5.2.(e)). The respondents

indicated that the drug taking was a serious problem in secondary schools (see 4.5.2.1.f and 4.5.1.(g)).

4.6.2 Educators' findings from the interviews

Respondents indicated that drug abuse was a serious school problem (see 4.5.2.2.a) as well as a community problem (see 4.5.2.2.a). Respondents indicated that children from poor families were likely to take drugs to forget their family status of poverty (see 4.5.2.2.b). The respondents indicated that drug education should be introduced in order to show the effects of drug abuse (see 4.5.2.2.c).

4.6.3 Community members' findings from the interviews

The respondents maintained that poverty could be alleviated by asking for donations of money from NGOs (see 4.5.2.3.b). They stated that drug abuse could be counteracted by introducing a community policing forum (see 4.5.2.3.b) and health centres.

4.7 CONCLUSION

The educators and the community members both agreed that non-educators must be involved in the school programme (see 4.5.1.3.b). The educators and the community agreed that the school should encourage adult basic education and training (see 4.5.1.3.f). The educators and the community members agreed that the school should always keep in touch with the community (see 4.5.1.3.h). The educators and the community members agreed that the community should help the school in drafting the school policy (see 4.5.1.3.k). The educators and the community agreed that the community should help schools in fundraising. The educators and the community members agreed that the community should help schools in dealing with community-based problems (see 4.5.1.3.p).

Educators and learners agreed that some community members are drug dealers (see 4.5.1.1.c). Educators and learners agreed that drugs affect learners' academic performance (see 4.5.1.1.d). The two groups of respondents agreed that drugs affect the health of a person (see 4.5.1.1.e). The educators and learners agreed that drugs affect the social relationships of learners (see 4.5.1.1.f). The educators and learners agreed that poverty affects learners' academic achievement (see 4.5.1.1.h). The learners agreed that the school supplements the family education (see 4.5.1.2.e).

The learners agreed that the school helps to improve their quality of life (see 4.5.1.2.f). The respondents agreed that the school should have rules and regulations (see 4.5.1.2.g).

The community members agreed that community education is important in the community (see 4.5.1.4.a). The respondents agreed that community education improves the quality of life (see 4.5.1.4.b). The community members agreed that community education helps people to contribute in the creation of jobs (see 4.5.1.4.h).

Learners said that drugs should not be legalised because there would be no discipline in schools (see 4.6.1). Learners indicated that drug education should be introduced so that they could know the effect of drugs (see 4.5.2.1.c).

Educators indicated in the interviews that drug abuse is a problem in schools and even in the community (see 4.5.2.2.a). Educators and community members indicated that a community policing forum could help in combating drug abuse in schools.

CHAPTER 5

SYNTHESIS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter attempts to synthesise the discussion of the respondents' views and the literature studied. Furthermore, the conclusions and recommendations based on the responses of all the target groups are described in this chapter. The discussion was based on the responses to the questionnaires and interviews structured under the relationship between the community and the school, community-based problems and the significance of the school. Most questions were structured to find ways and means of promoting the relationship between the school and the community. Some of the questions were structured to find ways and means in which the community and community education could support schools in dealing with community-based problems.

All responses to questions- supported the involvement of the community members, educators and learners in supporting schools in dealing with community-based problems. The questions which the community members, educators and learners of the Khakhu community had to respond to, were structured in such a way to verify if drug abuse, according to their views, did prevail in the school and the community.

Interviews were conducted with all target groups. The questions were also structured to find ways and means of promoting the relationship between the community and the school. The responses from all target groups indicated how community-based problems could be dealt with in schools.

Most responses showed how the relationship between the community and schools could be promoted. It was also indicated by the responses that schools are affected by community-based problems such as drug abuse. The overall responses of all target groups demonstrate the importance of the role of the community and community education in supporting schools in dealing with community-based problems. That was indicated by the positive responses to most questions.

5.2 SYNTHESIS OF THE LITERATURE REVIEW

If all people shared the responsibilities for school governance, community-based problems could be dealt with as indicated in the South African Schools Act. The state should follow up on the Schools Act in order to urge all stakeholders and communities to do their best (Department of Education, 1997). There must be a strong partnership amongst parents, learners, educators and community members. Therefore, there should be mutual trust and respect for the roles of this partnership in order to deal with community-based problems which affect the smooth running of schools.

In Port Elizabeth (see Chapter 2) most schools were affected by drug abuse that was promoted by people who sold drugs to school children. However, many people were arrested because school authorities and the police were in partnership. Many schools employed a system of compulsory drug testing, while the police attempted to strike at the heart of the drug trade by rooting out the dealers. Schools in the Western Cape (see Chapter 2) were also affected by drug abuse until a prevention programme was introduced. The Department of Education also involved academic institutions such as universities, and health professionals such as nurses and church leaders.

In Soweto, high school boys smoke dagga instead of going to class and more girls are also involved in drug taking (see Chapter 2). Educators, parents and community members see this every day. Learners attend classes only if they want to, while educators have no say in such a situation. Learners do not see the importance of going to classes. Workshops were organised to identify and establish the needs of children at school and to use that information to determine what programmes would best meet their needs and establish ways in which the community could help and support the school in dealing with community-based problems .

According to Ngqwala (1998) (see Chapter 2) learners at one high school in Mdantsane reported that they did not see the importance of going to school as they would not have money to further their education because their parents were unemployed. They did not know what they would do when they left school. Some of them started using drugs because they felt financially frustrated. They saw their financial position as the main obstacle and de-motivating factor to scholastic achievement.

According to Levin (1998) (see Chapter 2) a learner of a certain school in Johannesburg was found to be under the influence of drugs. The mother of the learner supported the school in dealing with the problem. The learner was counselled by the parent and the headmaster. Some schools blame parents for giving their children money to buy drugs, while parents blame schools for allowing learners to smoke on their premises (see Ngwenya, 1999 Chapter 2).

Ngwenya (1999) (see Chapter 2) suggests that the school should welcome criticism from the community and that the community should also welcome criticism from the school in order to work together. Parents should never supply drugs to learners but rather fight for drug-free schools.

Pillay (2000) (see Chapter 2) concluded that there was no short cut that would solve the drug abuse problem in schools except the involvement of the community. Drug education should be introduced so that learners may know the detrimental effects of drugs on the youth. Adults like parents, teachers, and youth leaders play an important role in supporting the school in dealing with the drug abuse problem. Every school should indicate in the school policy the issue of drug abuse and how it will be dealt with. The school can call on professionals such as medical practitioners and pharmacists to share their expertise on drug abuse.

According to Pillay (1993) (see Chapter 2) learners should also be utilised in combating drug abuse in schools and in the community. Learners should arm themselves with knowledge in order to resist drugs. The Teenagers Against Drug Abuse (TADA) committee should be introduced within the community in order to support schools in dealing with the drug abuse problem. The school could succeed in dealing with community-based problems if it involves learners. There should be youth development programmes in the community in order to deal with community-based problems. The programme would help those learners who want to give up abusing drugs but do not know how.

The principle of involving key stakeholders in the investigation of all school community-based problems was considered to be very important in dealing with community-based problems (Department of Education, 1997). (See Chapter 2.)

There is a relationship between drug abuse and poverty. Poverty-stricken communities are also poorly resourced communities that do not have adequate educational facilities. Therefore, children from poor families are likely to take drugs.

According to Van Rooyen (1998) (see Chapter 2) a new programme was developed in Cape Town to help schools deal with community-based problems. In this programme, teachers were to satisfy drug education needs and learners' workshops held to promote life skills. The programme was introduced to parents first.

5.3 SYNTHESIS OF FINDINGS AND RECOMMENDATIONS FROM THE QUESTIONNAIRES

The respondents clearly indicated that drug abuse was one of the several serious community-based problems that needed to be dealt with by both the school and the community (see 4.5.1.1.a). Although drug abuse is a community-based problem, it affects most schools because both girls and boys are taking drugs, especially in high schools (see 4.5.1.1.g). Learners get drugs from dealers within the community. Some of the community members are drug dealers (see 4.5.1.1.c).

Drugs are not only detrimental to the physical well-being of learners in most schools in the Khakhu community, but they also affect the social relationships and academic performance of these young people (see 4.5.1.1.f and 4.5.1.1.d).

Educators did not seem to understand why schools should involve non-educators in the programme (see 4.5.1.3.b), however, they understood that the school and the community depend on each other (see 4.5.1.3.c). Parents should visit schools if they are invited by the principal (see 4.5.1.3.d). They could advise the school in matters they regard as important. Parents should be given permission to use school classrooms for adult basic education and training (see 4.5.1.3.e).

The school should always be in touch with the community so that they could share some of the common community-based problems (see 4.5.1.3.h). The SGB should consist of elected community members irrespective of whether they are literate or illiterate (see 4.5.1.3.g). Both rural and urban communities should participate in school affairs (see 4.5.1.3.a and 4.5.1.3.j).

In order to promote the relationship between the school and the community, some of the traditional dances should be practised at school (see 4.5.1.3.i). The community should also be included in drafting the school policy so that it could be clearly stated what is expected of the learners (see 4.5.1.3.k). If the community could be included in drafting the school policy, the community would see the school as belonging to them.

Besides drug abuse, schools are also experiencing the problem of poverty. Poverty seems to have affected most schools (see 4.5.1.2.a). Therefore, in case of any community based-problem experienced at school, the community would help in solving the problem or identifying the cause of the problem. With regard to drug dealers, the community could help in identifying them in the community and at school. Then the case would be referred to the police by the community policing forum (see 4.5.2.3.b). The legal process would then take its course.

5.4 SYNTHESIS OF THE FINDINGS AND RECOMMENDATIONS FROM THE INTERVIEWS

Learners responded negatively to the question of legalising drugs (see 4.5.2.1.a). They did not want drugs to be legalised because they believed that if this happened there would be no discipline in their schools. Learners also indicated that drugs should not be legalised because they promote crime.

A learner who takes drugs can hardly be accepted by her/his peers (see 4.5.2.1.b). Drug education is very important, according to the learners' responses (see 4.5.2.1.c). Learners should know the effect of drugs on their health, on their academic performance and on their social relationships (see 4.5.1.1.f). Learners should also know the types of drugs because some learners could use drugs without knowing that they were drugs, but if drug education were introduced, they would be more knowledgeable. Even educators want drug education to be introduced in schools so that learners and educators could be aware of the disadvantages of using drugs (see 4.5.2.2.a).

Although some learners seemed to understand the concept *democracy*, most of them did not understand it because since democracy has been instituted, they think taking drugs is one of their rights (see 4.5.2.1.d).

Learners from poor and rich families take drugs for different reasons. Learners from poor families take drugs to console themselves, while learners from rich families take drugs because of peer pressure (see 4.5.2.1.e). Learners from both poor and rich families need help to understand the effects of drugs (see 4.5.2.1.c).

School principals in conjunction with ministers of religion and parents should ask for donations of money to help schools. Principals should also organise fundraising activities at their respective schools to alleviate poverty (see 4.5.2.1.h).

Drug abuse is both a school and a community problem (see 4.5.2.2.a). Therefore, drug abuse cannot be dealt with by the school alone, but in conjunction with the community and all other stakeholders. A community policing forum should be introduced to help schools in dealing with community-based problems (see 4.5.2.3.b).

A developmental committee should be introduced within the community which should ultimately work with schools. The developmental committee should consist of all age groups in order to work effectively (see 4.5.2.3.a). Parents who run their own business should be encouraged to organise workshops where experts on drugs could be asked to facilitate.

5.5 CONCLUSIONS

Based on the literature review and the findings of the responses to the questionnaires and the interviews, the following conclusions can be made:

5.5.1 Learners seemed to be aware of drug abuse at their respective schools, but they did not know what to do (see 4.5.1.1.b). Both girls and boys in high schools seemed to be taking drugs (see 4.5.1.1.g). Some of the learners took drugs in order to comfort themselves; others took drugs because of peer pressure. Some of the learners did not like the idea of taking drugs, but they were tempted to take them due to poverty and peer pressure (see 4.5.2.1.e). Learners need support from parents and educators to get rid of drugs. There are learners who want to give up drugs, but they cannot do so without support.

5.5.2 Educators are ready to work hand in hand with the parents (see 4.5.1.3.d). Educators alone are unable to deal with community-based problems. Educators should meet with parents from time to time to support each other in dealing with problems. Educators should indicate to the community that the school belongs to them.

Therefore, the community should participate in school affairs for the betterment of learning and teaching conditions at school. Educators should indicate that the community could participate as

individuals or as a school governing body. Educators should work with the school governing body consisting of both literate and illiterate parents. There should be a relationship of mutual understanding and co-operation between educators and community members. The principles of partnership and co-operation should be promoted. The school cannot cope with community-based problems if they do not have support from the community. Furthermore, the community should be respected.

5.5.3 The community and the school cannot be divided into independent organisations (see 4.5.1.3.c). The community should involve itself in school affairs especially if invited to do so by the principal. Within the community, there should be a developmental committee which should consist of people of different expertise to deal with community-based problems (see 4.5.2.3.c). However, community members, especially adults, cannot deal with drug abuse alone without involving learners themselves (see 4.5.2.3.c).

Although community members could identify some of the drug dealers within the community, the youth should also be involved in identifying drug dealers. The community should introduce a community policing forum in order to deal with drugs in the community and in the school. Community education should also be introduced because this is a form of learning in which all community members are directly involved through participation in community activities.

5.6 RECOMMENDATIONS

Based on the conclusions described in 5.5, the following recommendations are made which could contribute to minimising the problems of drug abuse and poverty in the community of Khakhu. The recommendations are made in two categories, namely recommendations for implementation and recommendations for further research.

➤ 5.6.1 Recommendations for implementation

It is recommended that a programme of community education be introduced (see 5.5.3). This programme of community education should consist of literacy classes (ABET), and a skills' development programme. This programme of community education should contribute to improving skills, to achieving better qualifications and to ensuring a better quality of life in general for the whole community.

To support the above recommendation, a community development committee should be formed (see 5.5.3). The purpose of this committee should be to implement all the development plans. This community development committee should consist of members of all age groups.

Because the community needs the support of the police to combat drug dealing and drug abuse in the community and in the schools, a community policing forum should be created (see 5.5.3). The purpose of the community policing forum should be to support the community and schools in dealing with drug abuse. The forum should consist of representatives from all age groups, including the learners from the schools.

To promote the principles of co-operation and partnership between the community and the schools (see 5.5.2), it is recommended that parents be given opportunities to participate in school affairs or activities, and that parent days be organised in schools (see 5.5.2).

The purpose is to promote the relationship between the school and the community.

To combat drug dealing and drug abuse in the community and in schools, it is recommended that a drug awareness day be declared (see 5.5.1). The purpose is to teach learners about the effects of drugs. The drug awareness day could include traditional activities.

To prevent learners from obtaining drugs and to reduce idleness amongst the youth, it is recommended that learners be given a minimum amount of pocket money (see 5.5.1) and that learners' free time be occupied by creative or physical work to keep them occupied and to stop boredom. The purpose is to keep the learners away from drugs. This could be achieved by organizing sports activities such as soccer and netball matches.

➤ 5.6.2 Further research

This research focused on the role of the community and community education in supporting schools in dealing with community-based problems. More research needs to be conducted on:

- how community educators could be trained in order to support schools in dealing with community-based problems; and
- the role of all stakeholders in the development of community education.

5.7 CONCLUSION

The researcher's hypothesis was that drug abuse and poverty prevails in the schools included in this research. To test this hypothesis questions had to be put to the learners, educators and the community to find out how they viewed the prevalence of drug abuse in schools. The findings are reported in Tables 1 to 38.

The research centred on the role of the community and community education in supporting schools in dealing with community-based problems. The purpose of the research was to investigate how the community and community education can support the schools in dealing with community-based problems. The secondary aim was to investigate ways and means of maintaining the collaboration between the community and the school. The purpose was also to find new ways in which the school could involve the community. The purpose of the research was achieved, as indicated by the findings. The findings also helped in identifying the solution to the problem and in finding ways in which the relationship between the school and community could be promoted.

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QUESTIONNAIRES AND INTERVIEW QUESTIONS

Instructions:

1. Strongly disagree
2. Disagree
3. Not sure
4. Agree
5. Strongly agree

For the teaching staff and community members:

- [illegible]

COMMUNITY-BASED PROBLEMS

For the teaching staff and learners:

11. Drug abuse is one of the serious community-based problems.
12. It is rare to have drug abuse in schools.
13. Community members are drug dealers.
14. Drugs affect learners' academic performance.
15. Drugs affect the health of a person.
16. Drugs affect social relationships.
17. Girls in high school also take drugs.

NB: Poverty refers to permanent insufficiency of means to secure basic needs within the community.

17. Poverty affects the learners' academic performance.
18. Poverty is a community-based problem.

THE SIGNIFICANCE OF COMMUNITY EDUCATION

Please note: Community education is a form of learning in which all community members are directly involved through participation in community activities, adult education and training.

For community members:

19. Community education is important in the community.
20. Community education improves the quality of life of community members.
21. Community education helps only people qualified for their job.
22. Community education helps only people who do not have qualifications.
23. Community education helps only the youth.
24. Community education helps only adult people.
25. Community education helps only people in rural areas.
26. Community education helps only people in urban areas.

[illegible]

- [illegible]

For learners:

- [illegible]

For community members and the teaching staff:

- [illegible]

- 47. The community should help the school in identifying the drug dealers.
- 48. Adults can use the young ones to go and buy drugs.
- 49. The community should fight for drug-free schools.

APPENDIX B

INTERVIEW QUESTIONS

Key for respondents:	T	=	The teaching staff
	C	=	Community members
	L	=	Learners

1. For the improvement of education in our schools drugs should be legalized.
What are your views in this regard? T/L
2. Is drug abuse a school problem? Motivate your answer. T
3. One who takes drugs can hardly be accepted by her/his age group? Motivate your answer. L
4. Drug education should be introduced in our schools. What are your views on this issue? T/L
5. Democracy seems to have promoted drug abuse in schools. Justify your answer. T/L
6. Is it fair for the community to get involved in school affairs (matters)? Motivate your answer. T
7. What do you think could be done to alleviate poverty at our schools? C
8. Is there any relationship between drug taking and poverty? T
9. Children from poor families are likely to take drugs. Motivate your answer. C/L/T
10. Children from rich families are likely to take drugs. Motivate your answer. C/L/T
11. Drug taking seems to be serious at secondary schools? Motivate. L
12. What should parents do to alleviate drug abuse in schools? C
13. What should teachers do to alleviate drug abuse at school? T
14. What should learners do to alleviate drug abuse in schools? L
15. What should the police do to alleviate drug abuse in schools? C
16. What should doctors do to alleviate drug abuse in schools? C
17. What should parents do to alleviate poverty in schools? C
18. What should learners do to alleviate poverty in schools? L
19. What should the community do to alleviate poverty in schools? C